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Document préparé en vue d'aider les commissaires d'écoles de la Commission scolaire de Lakeshore à décider de l'opportunité d'ouvrir une école primaire protestante de langue française. Ce document comprend les éléments suivants: l'identification de la clientèle potentielle, les formes prises par la demande (inscription dans d'autres commissions scolaires et réponses à un questionnaire), le programme proposé, les critères de sélection du personnel et le mode de recrutement, le choix du site, les coûts impliqués (selon qu'on partage ou non certains services avec une école anglophone), la consultation menée auprès des parents et du personnel des écoles Cedar Park et Beaconsfield, enfin le transport.

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EDUQ 8270827

A proposal for A Primary French School

LAKESHORE SCHOOL BOARD

APRIL, 1978

EDUQ 8270827

LAKESHORE SCHOOL BOARD

A PROPOSAL FOR A FRENCH PRIMARY SCHOOL

April 30, 1978

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INTRODUCTION

This document has been developed to answer questions posed by the Council of Commissioners at its meetings of March 6 and 13, 1978 when the feasibility of establishing a French School was discussed.

The objective of the document is to provide detailed background information on essential matters. It is the hope that it will assist the Commissioners in deciding whether to open a primary French School in September 1978.

It is expected that a decision will be reached in early May.

1.0 THE POTENTIAL POPULATION

Currently there are three groups of students whose needs are not met by our schools, although the Lakeshore School Board does make provision for them through agreements with neighbouring boards. They are:

1.1 Children of French-speaking Protestant families, some of whom are eager to keep their French culture and religious affiliation (Protestant) as far as is possible while living in an Anglophone milieu. (See Table 1.0)

1.2 Children whose mother-tongue is English but whose parents wish them to speak French fluently. These children tend to be highly motivated and usually they are placed in a French-speaking school operated by a neighbouring school commission or they are highly successful in our Partial French Immersion (PFI) classes. These students are capable of learning in a French school but their cultural background is not French. (See Tables 2.0 and 2.1)

1.3 Children of non-Roman Catholic families moving into Quebec from other provinces or other countries who are required to register in a French-speaking school according to the terms of Law 101. Most of these children may benefit from a "classe d'accueil", or reception class, before they can participate actively in a

French-speaking class. Since their cultural background is not French, these children may integrate more easily with those in the second group once they are ready to leave the "classe d'accueil."

1.4 A fourth group are those 4 year old children whose parents have requested reception class placement for them. (See Table 3.0)

2.0 THE DEMAND

The demand for a French School has been subtle for a number of years. By exercising their right to choose total French instruction for their children, parents chose to send over four hundred fifty of them from our system to neighbouring French schools.

In addition, children were sent to immersion programmes starting at the Kindergarten level under the P.S.B.G.M.

Further, a number of Francophone parents have indicated that they would send their children to a French Protestant school if one existed.

It was decided to contact these two groups of parents to measure their interest in the creation of a Primary French School.

A questionnaire was circulated to each group. In response to the question,

> If the Lakeshore School Board opened a French School within its jurisdiction, would you enroll your child?

One hundred forty-eight parents of 208 L.S.B. children attending Baldwin Cartier Schools indicated the following:

18 Yes
32 No
98 Maybe

In response to the same question, thirty-five parents of fourty-three French Mother Tongue children attending L.S.B. Schools responded as follows:

Yes	8
No	15
Maybe	12

Comments and choices of the parents involved in the consultation process are found under 9.5

DISTRIBUTION OF FRENCH MOTHER TONGUE PUPILS

TABLE 1.0

Elementary Schools		K	1	2	3	4	5	6	7	Sp.Ed.	Total
Allencroft	636				1		1	3			5
Beacon Hill	524										0
Beaconsfield	442									1	1
Briarwood	472		1	2	1		1				5
Cedar Park	674			2			1	1			4
Christmas Pk.	674		1	2		2		2			7
Dorion Gdns.	404	1	1		1	2		1			6
Dorset	504			1	1	1	1	1	1		6
Edgewater	494						1	1	1		3
Greendale	664	1	1			2		1			5
Hudson E.	250										0
Lakeside	702			1	1		2	1			5
Mt. Pleasant	322	1	3	4	2						10
Northview	704	2	1			1		3			7
Oak Ridge	442										0
Seigniory	674		2		1			1			4
Spring Gdn.	440	2	3			4	2	1			12
Sunnydale	950	1	5	2	4	6	3	6		1	28
Thorndale	704	2			2			2		1	7
Valois Park	614										0
Vivian Graham	494		1	2		2	2		1		8
Windermere	564					1	1				2
Capacity											
Totals	12348	10	19	16	14	21	15	24	3	3	125

DISTRIBUTION OF LAKESHORE SCHOOL BOARD CHILDREN CURRENTLY ATTENDING

BALDWIN-CARTIER

TABLE 2.0

Elementary Schools	K	1	2	3	4	5	6	7	Sp.Ed.	Total
Allancroft 636		1	2	2	2	1				8
Beacon Hill 524	4	2		1						7
Beaconsfield 442	1	1	3	3	3		1			12
Briarwood 472	9	2	4	4	1	1	4			26
Cedar Park 674	3	3	2	2	3	6				19
Christmas Pk.674	3	4	4	1	3	4	2			22
Dorion Gdns. 404	-	-	-	-	-	-	-	-	-	-
Dorset 504	6	7	4	6	6	4	2	2		36
Edgewater 494	-	-	-	-	-	-	-	-	-	-
Greendale 664		4	1	4	1	4	1			15
Hudson E. 250	-	-	-	-	-	-	-	-	-	-
Lakeside 702	3	6	5		3		1			18
Mt. Pleasant 322	-	-	-	-	-	-	-	-	-	-
Northview 704	1	4	2	2	1	2	1			13
Oak Ridge 442	3	5	6	2	-	4	1			21
Seigniory 674	2	-	4	3	5	1	1			16
Spring Gdn. 440	2	1	3	3	1	1				11
Sunnydale 950		2	4	1	4					11
Thorndale 704	4	6	3	7	2	3	1			26
Valois Park 614	1	2	2	5	1		3			15
Vivian Graham494	-	-	-	-	-	-	-			-
Windermere 564	5	3	4	5	1	2	2			22
Capacity										
Totals 12348	47	54	53	52	36	33	21	2		298

DISTRIBUTION OF CHILDREN CHOOSING TOTAL FRENCH INSTRUCTION FOR THE FIRST TIME

TABLE 2.1

Elementary Schools	K	1	2	3	4	5	6	7	Sp.Ed.	Total
Allancroft 636	1		1							2
Beacon Hill 524	1									1
Beaconsfield 442	1									1
Briarwood 472	2									2
Cedar Park 674	1									1
Christmas Pk.674	2									2
Dorion Gdns. 404										
Dorset 504	2									2
Edgewater 494										
Greendale 664										
Hudson E. 250										
Lakeside 702	2	1								3
Mt. Pleasant 322	2									2
Northview 704	4	1								5
Oak Ridge 442	3	2								5
Seigniory 674	1									1
Spring Gdn. 440	1									1
Sunnydale 950										
Thorndale 704	3									3
Valois Park 614										
Vivian Graham494	1									1
Windermere 564	6									6
Capacity ● ⟶										
Totals 12348	33	4	1							38

DISTRIBUTION OF REQUESTS FOR ADMISSION TO RECEPTION CLASSES FOR FOUR YEAR OLDS

TABLE 3.0

Elementary Schools		Four Year Olds
Allancroft	636	10
Beacon Hill	524	7
Beaconsfield	442	1
Briarwood	472	6
Cedar Park	674	3
Christmas Pk.	674	4
Dorion Gdns.	404	0
Dorset	504	2
Edgewater	494	5
Greendale	664	6
Hudson H.	250	-
Lakeside	702	2
Mt. Pleasant	322	18
Northview	704	5
Oak Ridge	442	6
Seigniory	674	1
Spring Gdn.	480	6
Sunnydale	950	13
Thorndale	704	4
Valois Park	614	4
Vivian Graham	494	2
Windermere	564	3
Capacity		
Total	12348	108

Table 4.0 POTENTIAL PUPIL NUMBERS FOR THE PROPOSED FRENCH SCHOOL

	Allencroft	Beacon Hill	Beaconsfield Elem.	Briarwood	Cedar Park	Christmas Park	Dorion	Dorset	Edgewater	Greendale	Hudson Elementary	Lakeside Heights	Mount Pleasant	Northview	Oak Ridge	Reigntory	Spring Garden	Sunnydale	Thorndale	Valois Park	Vivian Graham	Windermere	TOTAL	
French M.T.																								
K-6	5	0	1	5	4	7	6	6	3	5	0	5	10	7	0	4	12	28	7	0	8	2	125	
K-2	-	-	-	3	2	3	2	1	0	2	0	0	8	3	0	2	5	8	2	0	3	0	44	
Baldwin C.																								
K-6	8	7	12	26	19	22		36		15		18		13	21	16	11	11	26	15		22	298	
K-2	3	6	5	15	8	11		17		5		14		7	14	6	6	6	13	5		12	153	
Requesting Total Fr./K-2 first time	2	1	1	2	1	2	0	2	0	0	0	3	2	5	5	1	1	0	3	0	1	6	38	
Reception Classes	10	7	1	6	3	4	0	2	5	6	-	2	18	5	6	1	6	13	4	4	2	3	108	(4 years)
Bill 101 Candidates																								

5.0 Potential Pupil Numbers for the Proposed French School in Four Schools.

		CEDAR PARK	BEAC. EL.	CHRISTMAS PARK	BRIARWOOD
French Mother Tongue	K-6	4	1	7	5
	K-2	2	0	3	3
Pupils in Baldwn. C.	K-6	9	12	22	26
	K-2	8	5	11	15
Requesting Total Immersion 1st. time.		1	1	2	2
Reception Class Request.		1	1	2	5
		25 ●12	15 ●7	33 ●18	38 ●25

●These numbers include only levels K to 2 inc.

3.0 THE PROGRAMME

The programme for the proposed Primary French School is found in Appendix A, Page 65.

4.0 STAFFING CRITERIA

4.1 Qualifications - Teachers

4.1.1 Teachers of French as a First Language (L-1):

4.1.1.1 An undergraduate degree from a recognized university

4.1.1.2 A permanent primary teaching certificate valid in the province of Quebec

4.1.1.3 Experience in working as a teacher at the primary level (preferably in a Protestant school)

4.1.1.4 Mother tongue French, preferably Quebecois

4.1.1.5 Knowledge of English an asset.

4.1.2 Teachers of English as a Second Language (L-2):

4.1.2.1 An undergraduate degree from a recognized university

4.1.2.2 A permanent primary teaching certificate valid in the province of Quebec

4.1.2.3 Experience in working as a teacher at the primary level (preferably in a Protestant school)

4.1.2.4 Mother tongue English

4.1.2.5 Knowledge of French an asset

4.1.3 Personality Traits:

4.1.3.1 The candidates will be expected to possess the same personal qualities as those teachers who apply for positions in English schools.

4.2 Staffing Criteria - Principal

4.2.1 Qualifications:

4.2.1.1 An undergraduate degree or better from a recognized university

4.2.1.2 Permanent teaching certificate valid in the province of Quebec

4.2.1.3 Five years relevant experience in a protestant system with at least three years as a teacher in a protestant education system in Quebec

4.2.1.4 Working knowledge of French (native proficiency)

4.2.1.5 Possesses proven leadership qualities.

4.2.2 Personality Traits:

4.2.2.1 The candidate will be expected to possess the same personal qualities as those we require of principals of English schools.

5.0 RECRUITMENT AND SELECTION

5.1 Teachers

5.1.1 Advertisement (copy attached)

5.1.2 Establishment of interviewing committee:

Principal
Director of Personnel
Consultant

5.1.3 Verification of references

5.1.4 Screening of applicants

5.1.5 Interviews

5.1.6 Recommendation of District Education Officer

5.2 Principal

5.2.1 Advertisement (copy attached)

5.2.2 Establishment of a selection committee:

Director of Personnel
Assistant Director General
District Education Officer

5.2.3 Verification of references

5.2.4 Screening of applicants

5.2.5 Interviews

5.2.6 Ranking of prime candidates on the basis of a check list of desirable qualities which are considered pertinent to the task

5.2.7 Recommendation of candidate to the Director General

5.2.8 Director General's recommendation to the School Board.

PLEASE POST 5.3.1

LAKESHORE SCHOOL BOARD

invites applications from

TEACHERS

FOR A PROPOSED NEW PRIMARY FRENCH SCHOOL

ATTACHED IS AN ADVERTISEMENT FOR THE ABOVE-MENTIONED POSITIONS. ALL TEACHERS INTERESTED IN FILLING ANY OF THESE POSITIONS SHOULD RESPOND TO THIS ADVERTISEMENT. HOWEVER, THE APPOINTMENTS WILL NOT BE OFFICIALLY MADE UNTIL THE SCHOOL BOARD HAS APPROVED THE OPENING OF THE FRENCH PRIMARY SCHOOL FOR THE 1978-1979 SCHOOL YEAR.

April 13, 1978

5.3.2

LAKESHORE SCHOOL BOARD

invites applications from

TEACHERS

FOR A PROPOSED NEW PRIMARY FRENCH SCHOOL

Desirable Qualifications:

- an undergraduate degree from a recognized university as a minimum;
- teaching certificate at the primary level valid in Quebec;
- experience in working in primary programmes;
- mother tongue should be French;
- knowledge of English would be an asset.

Remuneration:

- commensurate with qualifications and experience in accordance with the existing collective agreement.

Interested candidates should write, by April 24, 1978, to:

Peter J. H. Krause
Director of Personnel
Lakeshore School Board
450 Church Street
Beaconsfield, Que. H9W 3S4

April 13, 1978

VEUILLEZ AFFICHER

5.3.3

LA COMMISSION SCOLAIRE LAKESHORE

invite les demandes d'emploi comme

ENSEIGNANTS

DANS UNE ECOLE PRIMAIRE-PREMIER CYCLE FRANCAISE PROPOSEE

UN AFFICHAGE POUR LES EMPLOIS MENTIONNES CI-DESSUS EST ANNEXE. TOUS LES ENSEIGNANTS INTERESSES A POSER LEUR CANDIDATURE A CES POSITIONS DEVRAIENT REPONDRE A CET AFFICHAGE. TOUTEFOIS, LES NOMINATIONS NE SERONT PAS EFFECTUER OFFICIELLEMENT AVANT L'APPROBATION PAR LA COMMISSION SCOLAIRE DE L'OUVERTURE, POUR L'ANNEE SCOLAIRE 1978-1979, D'UNE ECOLE FRANCAISE PRIMAIRE-PREMIER CYCLE.

le 13 avril 1978

5.3.4 LA COMMISSION SCOLAIRE LAKESHORE

invite les demandes d'emploi comme

ENSEIGNANTS

DANS UNE ECOLE PRIMAIRE-PREMIER CYCLE FRANCAISE PROPOSEE

Qualifications requises:

- un diplôme universitaire de premier cycle requérant aux moins seize (16) années de scolarité;
- un certificat d'enseignement pour niveau primaire-premier cycle valable au Québec;
- posséder une expérience dans l'enseignement primaire au premier cycle;
- langue maternelle devrait être le Français;
- la connaissance de l'Anglais serait un avantage.

Rémunération:

- salaire en conformité avec les échelles dans la convention collective, et proportionné à l'expérience et aux qualifications.

Les candidats intéressés devront adresser
leur demande écrite AVANT LE 24 AVRIL, 1978,
à l'adresse suivante:

Peter J. H. Krause
Directeur du Personnel
La Commission Scolaire Lakeshore
450, rue Church
Beaconsfield (QUEBEC) H9W 3S4

le 13 avril 1978

PLEASE POST

5.3.5

LAKESHORE SCHOOL BOARD

Notice of Position Available

PRINCIPAL

FOR THE PROPOSED FRENCH PRIMARY SCHOOL

ATTACHED IS AN ADVERTISEMENT FOR THE ABOVE-MENTIONED POSITION. IT IS THE INTENTION OF THE SCHOOL BOARD TO MAKE THE APPOINTMENT TO THIS POSITION FROM THE PERSONS WHO RESPOND TO THIS ADVERTISEMENT. HOWEVER, THE APPOINTMENT WILL NOT BE OFFICIALLY MADE UNTIL THE SCHOOL BOARD HAS APPROVED THE OPENING OF THE FRENCH PRIMARY SCHOOL FOR THE 1978-1979 SCHOOL YEAR.

April 13, 1978

LAKESHORE SCHOOL BOARD

Notice of Position Available

5.3.6

PRINCIPAL

FOR THE PROPOSED FRENCH PRIMARY SCHOOL

Duties:

- to assist in establishing a French primary school for pupils in the Lakeshore School Board;
- to assist in the development and organization of the school programme and its facilities;
- to assist in evaluating the needs of the school and formulating recommendations to the school board;
- to participate in staff selection and assignment;
- to assist in establishing achievement standards for pupils and evaluating staff performance.

This position comprises the responsibility for the management of the school from both the administrative and pedagogical aspects of all the programmes and resources of a primary school in accordance with the responsibilities as defined by the school board.

This position also includes community relations with the population served by the school and in particular with the parents of the school committee pursuant to the Education Act.

Desirable Qualifications:

- an undergraduate degree or training requiring at least sixteen (16) years of schooling in the relevant field of study;
- a permanent teaching permit issued by the Minister of Education of Quebec;
- five (5) years of relevant experience in a teaching or a professional position with at least three (3) years as a teacher in a Protestant educational system in Quebec;
- a working knowledge of French.

Remuneration:

- commensurate with qualifications and experience;
- salary range (1978-1979): $19,290 - $30,852.

INTERESTED CANDIDATES SHOULD WRITE, BEFORE APRIL 24, 1978, TO:

Peter J. H. Krause
Director of Personnel
Lakeshore School Board
450 Church Street
Beaconsfield, Que. H9W 3S4

April 13, 1978

VEUILLEZ AFFICHER

5.3.7

LA COMMISSION SCOLAIRE LAKESHORE

Avis d'Emploi Disponible

DIRECTEUR
DE L'ECOLE PRIMAIRE-PREMIER CYCLE FRANCAISE PROPOSEE

UN AFFICHAGE POUR L'EMPLOI MENTIONNE CI-DESSUS EST ANNEXE. LA COMMISSION SCOLAIRE A L'INTENTION DE CHOISIR LE CANDIDAT AGREE PARMI LES PERSONNES QUI ONT POSE LEUR CANDIDATURE EN VERTU DE CET AFFICHAGE. TOUTEFOIS LA NOMINATION NE SERA PAS EFFECTUEE OFFICIELLEMENT AVANT L'APPROBATION PAR LA COMMISSION SCOLAIRE DE L'OUVERTURE, POUR L'ANNEE 1978-1979, D'UNE ECOLE FRANCAISE PRIMAIRE-PREMIER CYCLE.

le 13 avril 1978

LA COMMISSION SCOLAIRE LAKESHORE

Avis d'Emploi Disponible

5.3.8

DIRECTEUR

DE L'ECOLE PRIMAIRE-PREMIER CYCLE FRANCAISE PROPOSEE

Attributions:

- aider à établir une école primaire-premier cycle de langue française pour les écoliers de la Commission Scolaire Lakeshore;
- aider au développement et à l'organisation de la programmation de l'école et de ses facilités;
- aider dans l'évaluation des besoins de l'école et dans la formulation de recommandations à la commission scolaire;
- participer à la sélection et à l'affectation du personnel;
- aider à fixer les standards de réalisation pour étudiants et à évaluer le rendement du personnel de l'école.

Cet emploi comporte la responsabilité de la gestion de l'école, tant au point de vue administratif que pédagogique, de l'ensemble des programmes et des ressources d'une école primaire-premier cycle, conformément aux responsabilités définies par la commission scolaire.

Cet emploi comprend aussi les relations avec la population desservie par l'école et plus particulièrement la participation avec les parents au comité d'école, conformément à la Loi de l'Instruction Publique.

Qualifications requises:

- diplôme universitaire terminal de premier cycle ou formation exigeant au moins seize (16) années de scolarité dans un champ de spécialisation approprié;
- une autorisation permanente d'enseigner décernée par le ministre de l'Education du Québec;
- cinq (5) années d'expérience pertinente dans un emploi d'enseignant ou de professionnel dont au moins trois (3) ans dans un emploi d'enseignant dans le secteur protestant au Québec;
- une connaissance suffisante du Français.

Rémunération:

- proportionnée au qualifications et à l'expérience;
- échelle de salaire (1978-1979): $19,290 - $30,852.

LES CANDIDATS INTERESSES DEVRONT ECRIRE, AVANT LE 24 AVRIL, 1978, A:

Peter J. H. Krause
Directeur du Personnel
La Commission Scolaire Lakeshore
450, rue Church
Beaconsfield (QUEBEC) H9W 3S4

le 13 avril 1978

5.4 Applications submitted, as of April 24, 1978, for:

Principal	5
Teachers	6

6.0 SITE SELECTION

6.1 INTRODUCTION

A number of attributes were studied to determine which schools could be considered as possible sites for the proposed Primary French School. These were:

- The home school of the children who were potential pupils for the school.
- The available spaces in each of our schools (150 spaces was considered the minimum requirement).
- The degree of pupil dislocation was to be kept at a minimum.
- The architectural features appropriate for primary children.
- The feasibility of dividing the school into a French and an English sector.
- The transportation implications.
- The need for structural modifications.
- The cost of any structural change required.
- The reaction of parents and teachers to sharing a building with a French School.

In order to satisfy the above criteria, this segment of the report offers detailed information.

6.2 GLOSSORY OF TERMS

6.2.1 Neighbourhood Pupils are those pupils who live within a geographical area that a school serves and which is identified by specific boundaries.

6.2.2 Incorporated Pupils attend a school located in another neighbourhood from that in which they live. This is because there is no school in their area or up until recently some schools were over-crowded, and for socio/pedagogical reasons.

6.2.3 The Efficiency Factor of each school is that number of pupil-spaces equivalent to eighty percent of Theoretical Capacity.

6.2.4 Categories of Schools; when classified according to the above attributes, our elementary schools fall into four categories. The four tables which follow this glossory describe the four categories and offer substantiating data for each (See 6.2.4A, 6.2.4B, 6.2.4C, 6.2.4D).

6.3 TARGET SCHOOLS

The decline in pupil numbers in three of the Category One Schools (i.e., Beaconsfield Elementary, Cedar Park, and Christmas Park) suggest that they be considered as possible target schools.

Further examination suggested that Beaconsfield Elementary and Cedar Park were more appropriate than Christmas Park as a site for the proposed primary French School. It is felt that Christmas Park's location would facilitate serving a larger neighbourhood.

6.2.4A Category One Schools These schools have in excess of 140 available pupil-spaces when comparing March 10's registration to their Efficiency Factor, and with 90% of their respective pupil population living within each school's neighbourhood.

CATEGORY ONE SCHOOLS.	Theoretical Capacity	Efficiency Factor	Forecast 1978-79	Registration March 10 for 78-79	Critical Point	Available Spaces	Sept.30/77 Pupils(Real Population) Neighbourhood 1977-78	Incorporated 1977-78	COMMENTS
CEDAR PARK March/78 = 359	674	80% of 674 = 539	322 (60% of E.F. or 539)	● 331 (61% of E.F. or 539) ✚	323 331 323 +8	208	95%	5%	
BEAC. ELEM. March/78 = 178	442	80% of 442 = 354	179 (50% of E.F. or 354)	176 (49.7% of E.F. or 354) -	210 210 176 -34*	178	95%	5%	
VIVIAN GRAHAM (120 pupil spaces rented to R.C. Board in 77-78) March/78 = 238	494	80% of 494 = 395	241 (61% of E.F. or 395)	● 242 (61% of E.F. or 395) 227 if PFI 4 are moved	271 271 242 -29*	*could rent out more 153 168 Total should drop	90%	10%	
CHRISTMAS PARK March/78 = 442	674	80% of 674 = 539	370 (69% of E.F. or 539)	● 391 (73% of E.F. or 539) ✚	324 391 324 +67	148	95%	5%	
GREENDALE March/78 = 438	664	80% of 664 = 531	402 (76% of E.F. or 531)	385 (73% of E.F. or 531) -	319 385 319 +66	146	73%	27%	

6.2.4B Category Two Schools These schools have less than 120 available pupil-spaces and a large percent of incorporated pupils. Therefore, the transfer of some incorporated pupils would make a significant number of spaces available.

REGISTRATION - MARCH 10 for 78'79

CATEGORY TWO SCHOOLS	THEORETICAL CAPACITY	EFFICIENCY FACTOR		AVAILABLE SPACE	INCORPORATED PUPILS	COMMENTS
LAKESIDE HEIGHTS March 78 = 528	702	561	477	84	448 83%	
BRIARWOOD March 78 = 337	472	380	304	76	182 54%	
NORTHVIEW March 78 = 516	704	563	452	111	188 37%	
DORION GARDENS March 78 = 219	404	323	243	120	76 32%	
SEIGNIORY March 78 = 530	674	539	513	26	138 25%	

6.2.4C Category Three Schools These schools have less than 90 pupil-spaces available, and have a pupil population who live primarily within the neighbourhood.

REGISTRATION - MARCH 10 for 78'79

CATEGORY THREE SCHOOLS	THEORETICAL CAPACITY	EFFICIENCY FACTOR		AVAILABLE SPACE	NEIGHBOURHOOD PUPILS	COMMENTS
MOUNT PLEASANT March 78 = 305	322	258	283	0	100%	
SPRING GARDEN March 78 = 438	440	352	446	0	100%	
SUNNYDALE PARK March 78 = 816	950	760	756	4	100%	
THORNDALE March 78 = 527	704	563	480	83	99%	
WINDERMERE March 78 = 453	564	451	404	47	95%	
ALLANCROFT March 78 = 514	636	508	500	8	88%	
BEACON HILL March 78 = 372	524	419	349	70	83%	

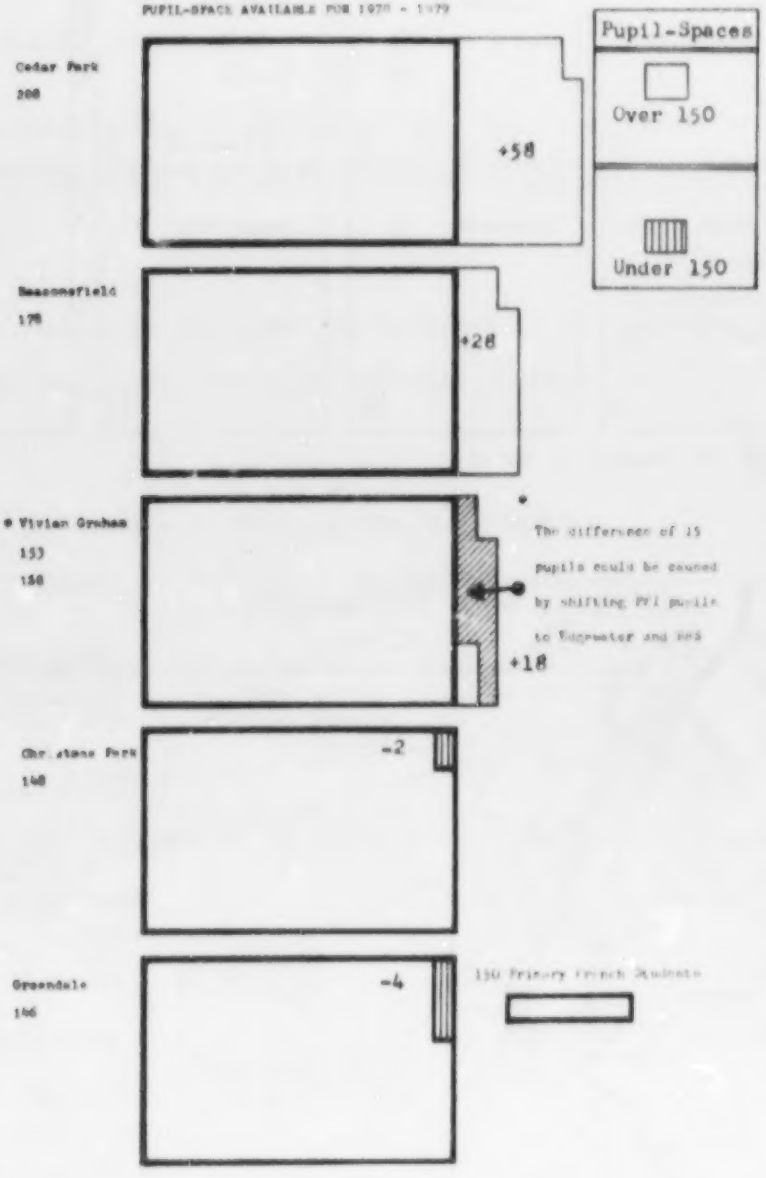
6.2.4D Category Four Schools These schools have in excess of 110 pupil-spaces available, and a pupil population that lives mainly within the neighbourhood.

REGISTRATION - MARCH 10 for 78'79

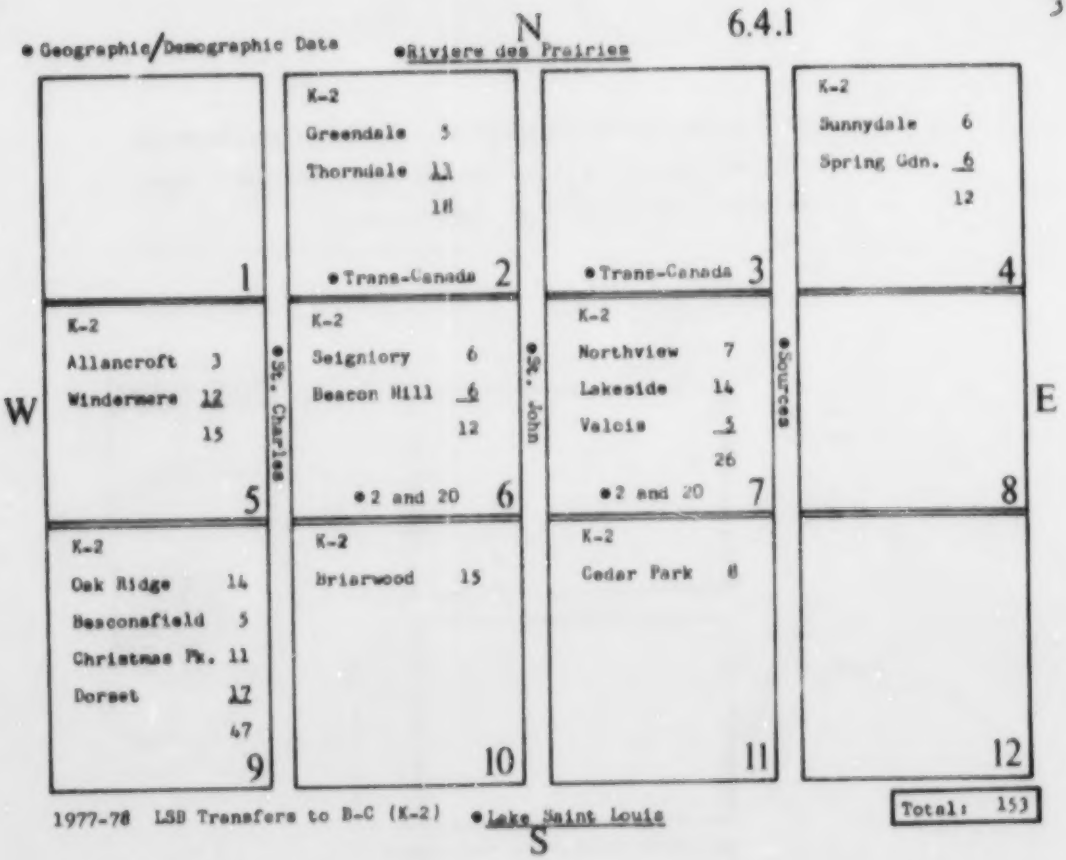
CATEGORY FOUR SCHOOLS	THEORETICAL CAPACITY	EFFICIENCY FACTOR	↓	AVAILABLE SPACE	NEIGHBOURHOOD PUPILS	COMMENTS
OAK RIDGE March 78 = 249	442	354	241	113	193 89%	
DORSET March 78 = 334	504	403	272	131	270 78%	
EDGEWATER March 78 = 270	494	395	264	131	260 94%	
VALOIS PARK March 78 = 410	614	491	368	123	357 86%	

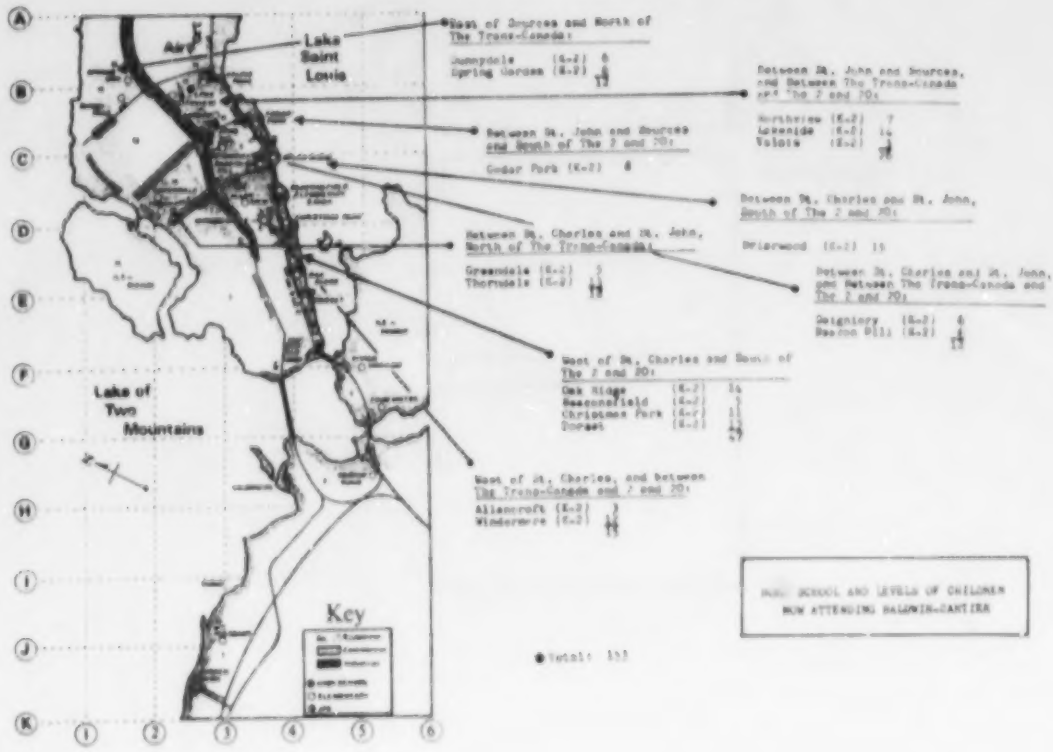
6.3.1 The diagrams below indicate the available pupil-spaces in those schools falling into Category One based upon the 1978 - 79 School Year registration.

CATEGORY ONE



6.4.1


• Geographic/Demographic Data
N
•Rivière des Prairies
K-2
Greendale 5
Thorndale 13
18
• Trans-Canada 2
• Trans-Canada 3
K-2
Sunnydale 6
Spring Gdn. 6
12
4
K-2
Allancroft 3
Windermere 12
15
5
• St. Charles
K-2
Seigniory 6
Beacon Hill 6
12
• 2 and 20 6
• St. John
K-2
Northview 7
Lakeside 14
Valois 5
26
• 2 and 20 7
• Sources
8
W
E
K-2
Oak Ridge 14
Beaconsfield 5
Christmas Pk. 11
Dorset 17
47
9
K-2
Briarwood 15
10
K-2
Cedar Park 8
11
12
1977-78 LSB Transfers to B-C (K-2)
• Lake Saint Louis
S
Total: 153


Lake Saint Louis
Lake of Two Mountains
Key
East of Sources and North of The Trans-Canada:
Sunnydale (K-2) 6
Spring Garden (K-2) 6
12
Between St. John and Sources and South of The 7 and 20:
Cedar Park (K-2) 8
Between St. Charles and St. John, North of The Trans-Canada:
Greendale (K-2) 5
Thorndale (K-2) 13
18
West of St. Charles and South of The 7 and 20:
Oak Ridge (K-2) 14
Beaconsfield (K-2) 5
Christmas Park (K-2) 11
Dorset (K-2) 17
47
West of St. Charles, and Between The Trans-Canada and 7 and 20:
Allancroft (K-2) 3
Windermere (K-2) 12
15
Between St. John and Sources, and Between The Trans-Canada and The 7 and 20:
Northview (K-2) 7
Lakeside (K-2) 14
Valois (K-2) 5
26
Between St. Charles and St. John, South of The 7 and 20:
Briarwood (K-2) 15
Between St. Charles and St. John, and Between The Trans-Canada and The 7 and 20:
Seigniory (K-2) 6
Beacon Hill (K-2) 6
12
• Total: 153

Because Beaconsfield and Cedar Park were the two most appropriate schools, it was decided that consultations would be held with the parents of children attending those schools. The results of this consultation is noted in 9.0 and Appendix B.

6.4 GEOGRAPHIC/DEMOGRAPHIC DATA

The distribution of the Lakeshore School Board pupils attending Baldwin-Cartier Schools is described in the maps illustrated in 6.4.1

The numbers in the upper map breakdown in the following manner when considering the major East-West arteries:

	Pupils
Sectors 1 - 4, North of the Trans-Canada	30
Sectors 5 - 8, between the Trans-Canada and the 2 and 20	53
Sectors 9 - 12, between the 2 and 20 and Lake St. Louis	70
Total	153

and when considering the major North-South arteries the breakdown is as follows:

	Pupils
Sectors 1, 5, 9	62
Sectors 2, 6, 10	45
Sectors 3, 7, 11	34
Sectors 4, 8, 12	12
Total	153

6.5 PROPOSED SITES FOR THE PRIMARY FRENCH SCHOOLS

Information on the school plants and their fixed costs follow:

6.5.A Beaconsfield Elementary School

6.5.A.1 Plan

6.5.A.2 Block diagram

6.5.A.3 Detailed data and information

6.5.A.4 Fixed per capita cost 1976-77

6.5.A.5 Diagram showing utilization of space on the forecast for 1978-79

6.5.B Cedar Park Elementary School

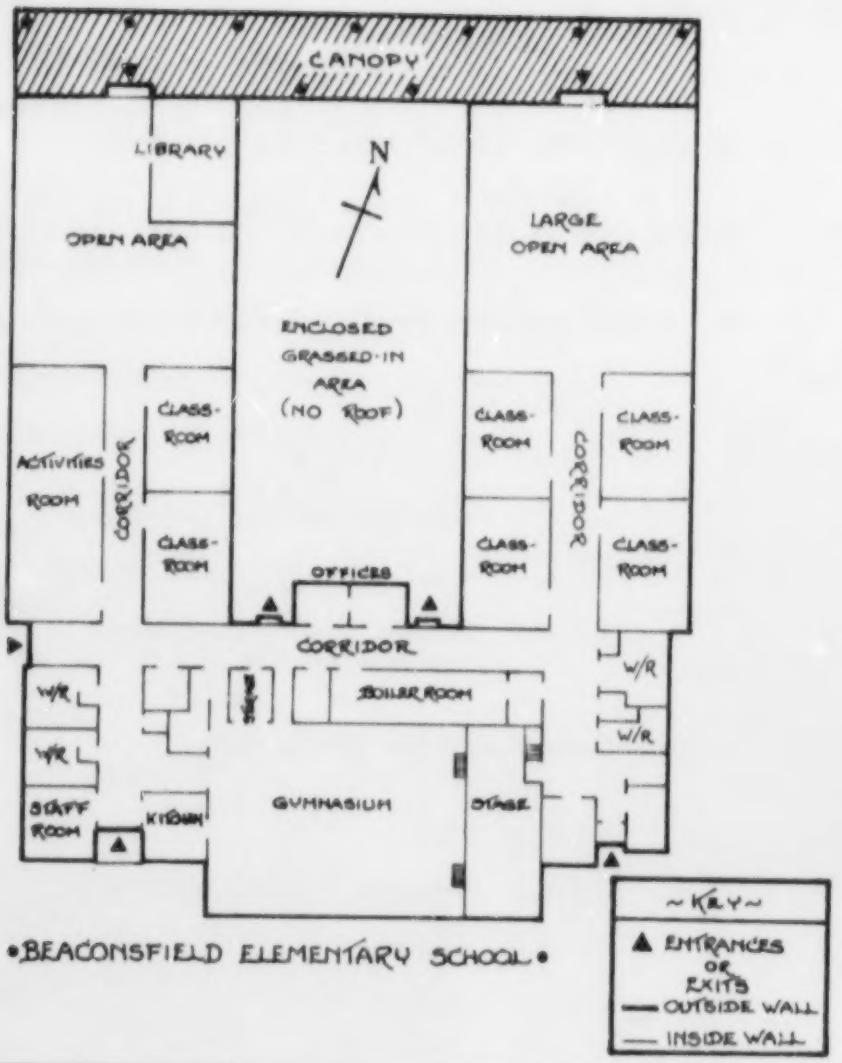
6.5.B.1 Plan

6.5.B.2 Detailed data and information

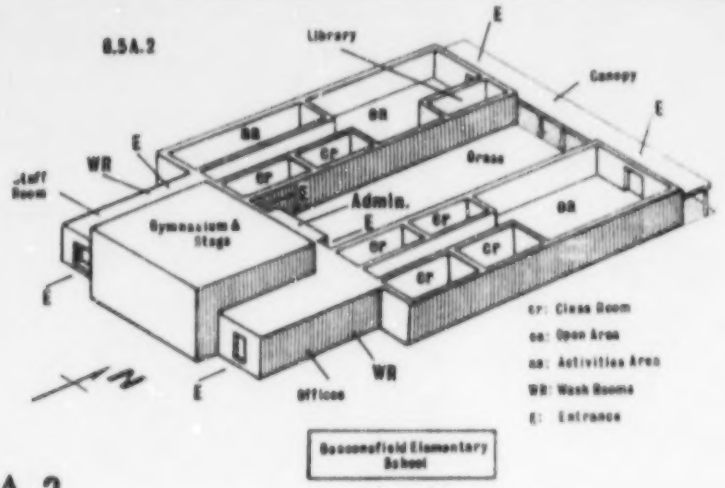
6.5.B.3 Fixed per capita cost 1976-77

6.5.B.4 Diagram showing utilization of space based on the forecast for 1978-79

6.5.A.1



•BEACONSFIELD ELEMENTARY SCHOOL•



6.5.A.2

SITE

1977-78

● Name of School: Beaconsfield Elementary 6.5.A.3 36

Address: 257 Beaconsfield Blvd.

Municipality: Beaconsfield

● Phone: 695-3841

● Site Area (in square feet): 122 000

● When compared to the area of Vivian Graham's site, the largest site, it is 26.0 percent of it.

Population as of Sept. 30, 1977: 192 which is 46.4 % of capacity. (Sonderated percent)

● Vivian Graham's area is 470 000 square feet.

● Floor area of building (in square feet): 24 900

● The building is 20.4% percent of the site.

● Built in 1954; age of building: 23 years.

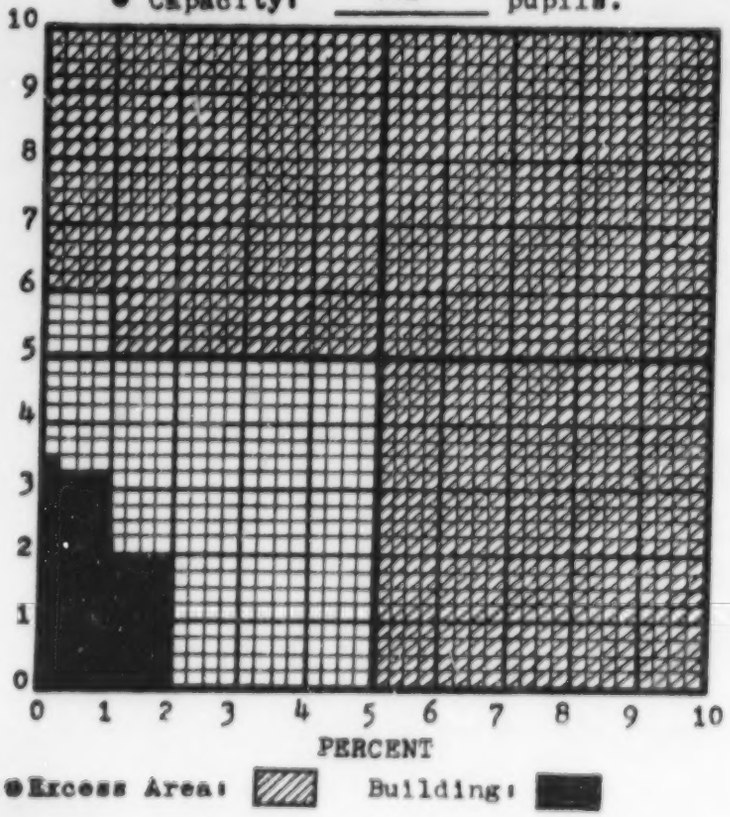
● Number of classrooms: 14

● Library: ● Gymnasium: ● Adjacent to high school:

● Heating:

Oil ● Electricity ☐ BHS ●

● Capacity: 442 pupils.



● Excess Area: ▨ Building: ■

● Architectural Design

One floor

Traditional	Modified Traditional	Open Plan
☐	●	☐

● Per capita costs based upon pupil capacity: 146.34 dollars.'76-'77 (Excluding salaries of administrators and teachers).

Population of municipality is mainly: English ● French ☐ Balanced ☐ in 1977-78

FIXED PER CAPITA COSTS: 1976 - 77

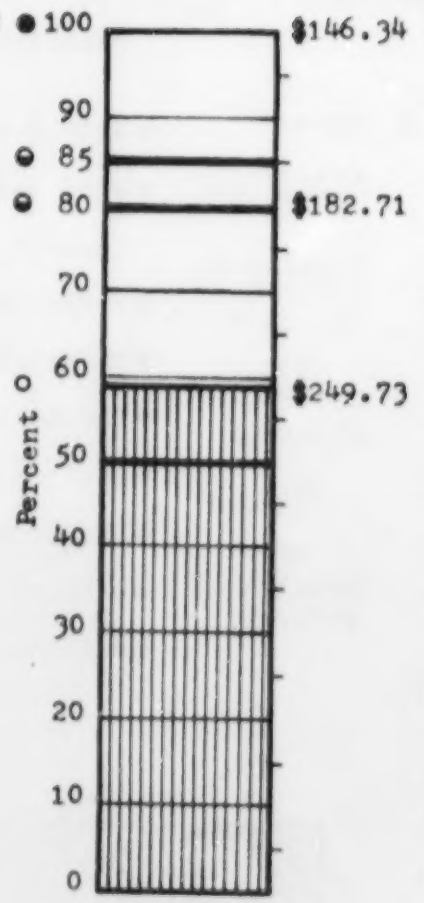
School: Beaconsfield Elementary School

Capacity of School: 442 Pupils

E: High School

E: Elementary

Fixed Costs Areas:	
(a) Electricity:	$ 4 089.21
(b) Heating (Oil):	$ 5 754.98
(c) Telephone:	$ 973.50
(d) General Services:	$ 11 266.92
(e) General Maintenance:	$ 12 324.41
(f) Caretaking Services:	$ 26 854.51
(g) Caretaking Supplies:	$ 2 761.12
(h) Others:	$ 656.33
Total:	$ 64 680.98



Per Capita Costs Based on Specific Types of Populations:

C ● (1) Capacity = 100% = 442 Pupils: ● $146.34

R ○ (2) Real = 58.6 % = 259 Pupils: ○ $249.73

E ⊖ (3) Efficiency Factor = 80% (Elementary) = 354 Pupils: ⊖ $ 182.71

85% (High School) = Pupils: ⊖ $

Range:

●—○ Capacity to Real = $ 103.39

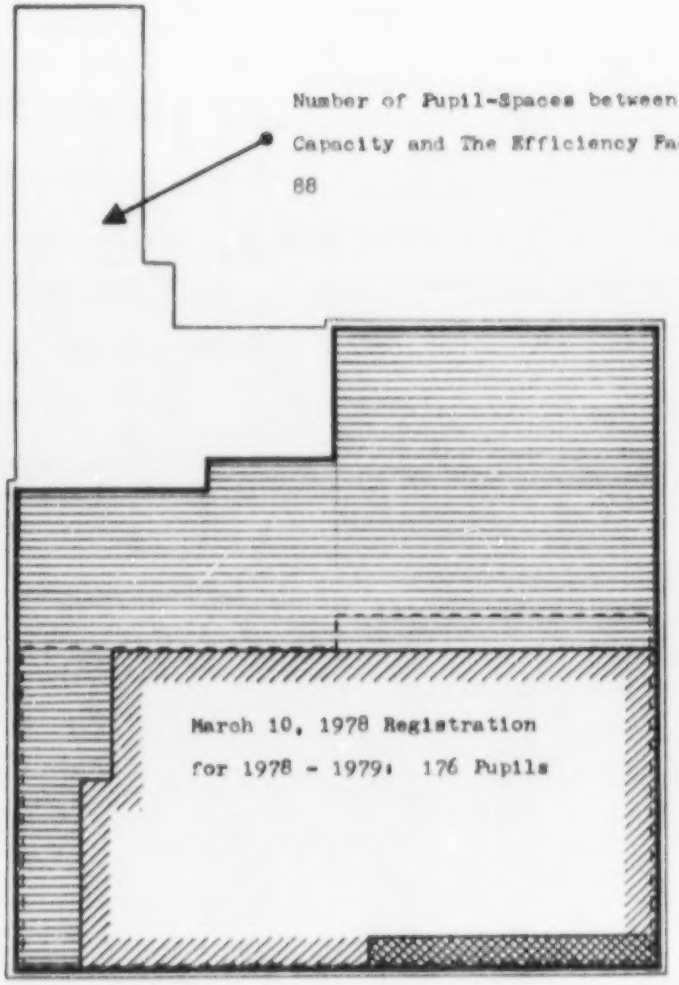
●—⊖ Capacity to Efficiency Factor = $ 36.37

■ N.B. = Dorion Gardens and Spring Garden are heated by electricity.

6.5.A.5

-BEACONSFIELD ELEMENTARY SCHOOL-

Theoretical Capacity: 442 Pupil-Spaces


Number of Pupil-Spaces between
Capacity and The Efficiency Factor:
88
March 10, 1978 Registration
for 1978 - 1979: 176 Pupils

Theoretical Capacity: 442 Pupils

Incorporated Pupils: 9 From Outside Neighbourhood

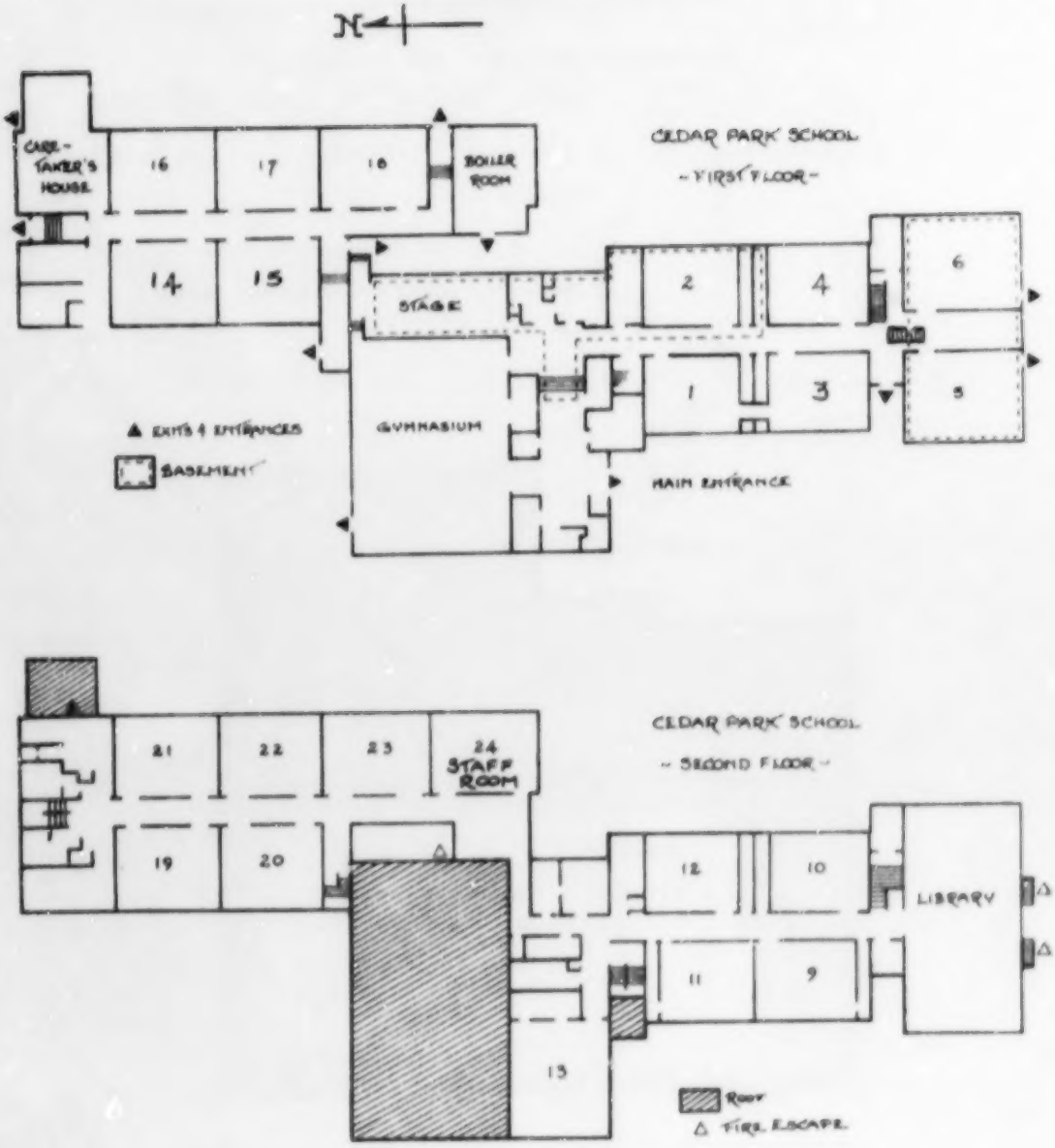
Efficiency Factor: 80% of 442 or 354 Pupil-Spaces

Critical Point: 210 Pupil-Spaces

March 10, 1978 Registration for 1978-79: 176 Pupils

Available Extra Pupil-Spaces for 1978-79: 178

6.5.B.1


N
CARE-TAKER'S HOUSE
16
17
18
BOILER ROOM
CEDAR PARK SCHOOL
- FIRST FLOOR -
14
15
STAGE
2
4
6
1
3
5
GYMNASIUM
EXITS & ENTRANCES
BASEMENT
MAIN ENTRANCE
21
22
23
24
STAFF ROOM
CEDAR PARK SCHOOL
- SECOND FLOOR -
19
20
12
10
LIBRARY
11
9
13
ROOF
FIRE ESCAPE

SITE

1977-78

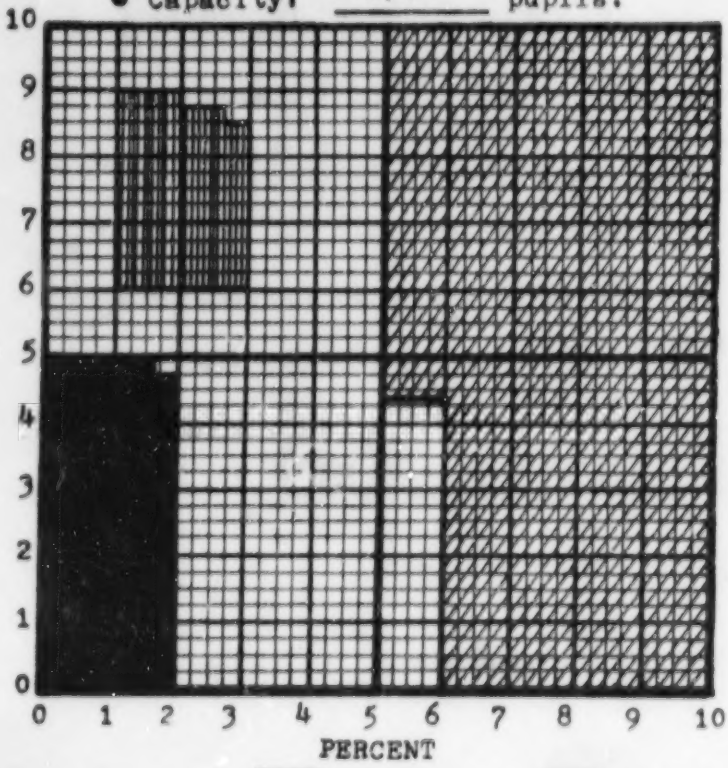
6.5.B.2

- Name of School: Cedar Park Elementary
- Address: 17 Cedar Avenue
- Municipality: Pointe Claire
- Phone: 695-2410
- Site Area (in square feet): 256 000
- When compared to the area of Vivian Graham's site, the largest site, it is 54.5 percent of it.
- Vivian Graham's area is 470 000 square feet.
- Population as of Sept. 30, 1977: 367 which is 57.3 % of capacity. (Ponderated percent)
- Floor area of building (in square feet): 46 700
- The building is 9.3 percent of the site.
- Built in 1921; age of building: 55 years.
- Number of classrooms: 22
- Library: ● Gymnasium: ● Adjacent to high school:
- Heating: Floor area: 46 700 sq. ft. or 18.2% of the site. Oil ● Electricity

in 1977-78 ☐ Balanced ☐ French ● English

Population of municipality is mainly:

- Capacity: 674 pupils.



- Excess Area: ▨ Building: ■ (Foundation: 23 800 sq. ft.)

- Architectural Design: Two floors plus basement area

Traditional	Modified Traditional	Open Plan
●		

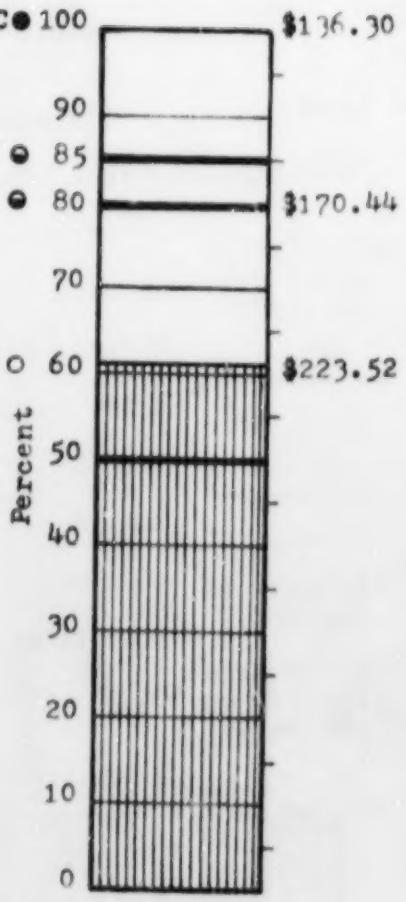
- Per capita costs based upon pupil capacity: 136.30 dollars.'76-'77 (Excluding salaries of administrators and teachers).

FIXED PER CAPITA COSTS: 1976 - 77

School: Cedar Park

Capacity of School: 674

Fixed Costs Areas:	
(a) Electricity:	$ 4715.28
(b) Heating (Oil):	$ 8308.86
(c) Telephone:	$ 1415.96
(d) General Services:	$ 13760.79
(e) General Maintenance:	$ 19359.38
(f) Caretaking Services:	$ 38938.03
(g) Caretaking Supplies:	$ 4337.21
(h) Others:	$ 1030.98
Total:	$ 91866.49



Real Population Compared to Capacity

Per Capita Costs Based on Specific Types of Populations:

C (1) Capacity = 100% = 674 Pupils: $136.30

R (2) Real = 81.3 % = 411 Pupils: $223.52

E (3) Efficiency Factor = 80% (Elementary) = 539 Pupils: $170.44

85% (High School) = Pupils: $

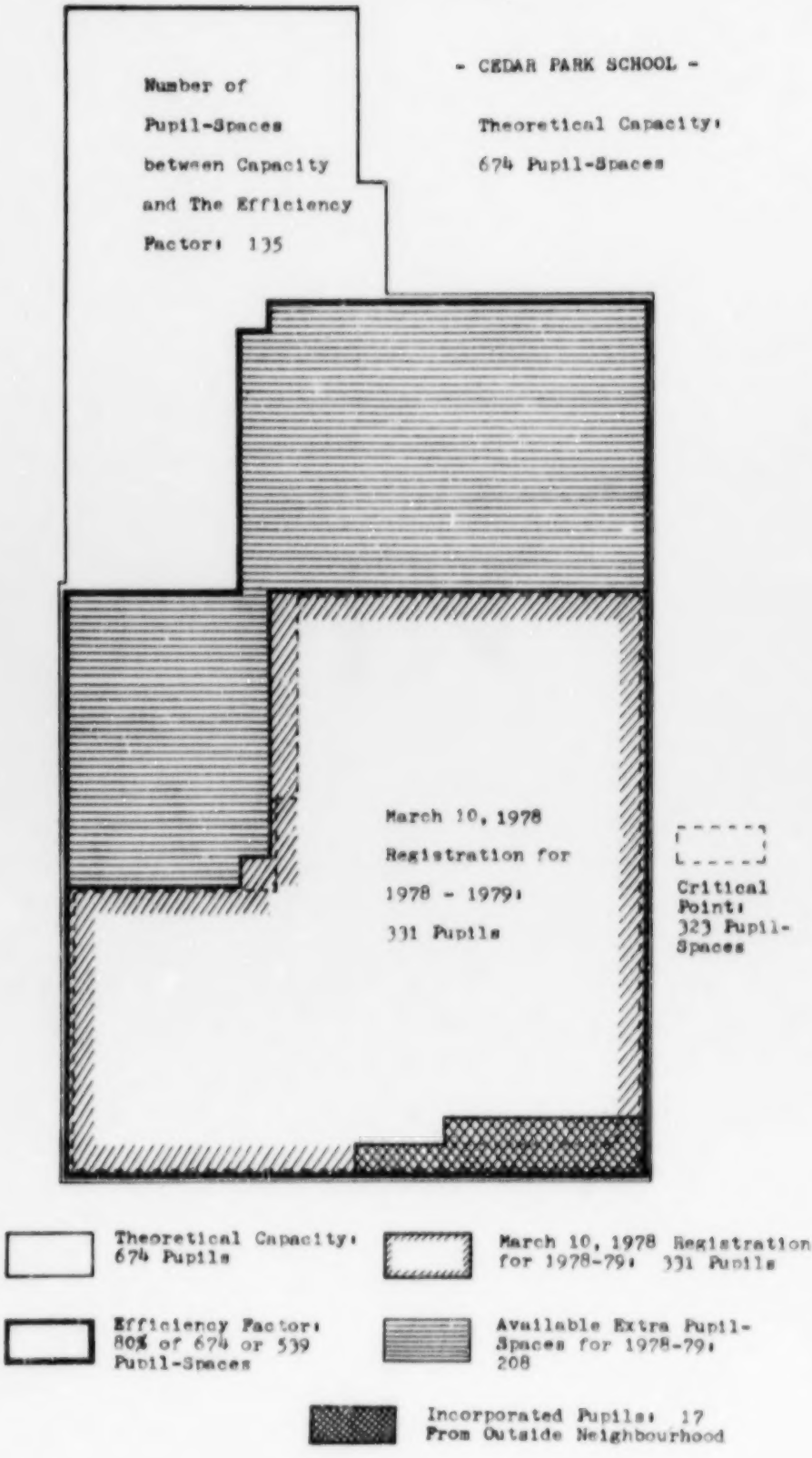
Range:

Capacity to Real = $ 87.22

Capacity to Efficiency Factor = $ 34.14

N.B. = Dorion Gardens and Spring Garden are heated by electricity.

6.5.B.4


- CEDAR PARK SCHOOL -
Theoretical Capacity:
674 Pupil-Spaces
Number of
Pupil-Spaces
between Capacity
and The Efficiency
Factor: 135
March 10, 1978
Registration for
1978 - 1979:
331 Pupils
Critical
Point:
323 Pupil-
Spaces
Theoretical Capacity:
674 Pupils
March 10, 1978 Registration
for 1978-79: 331 Pupils
Efficiency Factor:
80% of 674 or 539
Pupil-Spaces
Available Extra Pupil-
Spaces for 1978-79:
208
Incorporated Pupils: 17
From Outside Neighbourhood

6.6 RECOMMENDATION

On the basis of the information reported in this section, we recommend that Beaconsfield Elementary be selected as the site to be considered.

7.0 COSTING

7.1 The costing of the proposed Primary French School is based on the existing concept of financing of school operations; i.e. certain specified costs are specifically admissible and therefore non-transferable (teachers, principals salaries and fringe benefits), leaving all other items to be financed from transferable funds. The estimates included in this study relate only to those costs that are to be financed from transferable funds. Also included is an estimate of the additional transferable funds derived from the existence of these students in the Lakeshore School Board system.

7.2 The following assumptions have been made in estimating the transferable costs involved:

1. The services of teachers and principal would be admissible, therefore such costs have been excluded from the estimates of transferable costs.

2. The actual facilities used would be a portion of an existing school building, therefore fixed costs for the use of such facilities have been excluded from these estimates.

3. The students attending the school are coming from other Boards, or coming to school for the first time; i.e. they are all new to the Lakeshore School Board, not internal transfers from within the Board.

7.3 Two separate approaches were taken in estimating such costs. The first assumes that the school would be set up as a separate operation within an existing building (Separate Environment - Schedule 7.a) and would therefore require the usual support services. The other assumes that it would share certain services (Shared Environment - 7.b). In each case costs have been estimated for three population sizes (150, 100, 50).

7.4 Based on Schedules 7.a and 7.b the total transferable costs are estimated as follows:

	Separate Environment	Shared Environment
150 students	$34,425 229.50/pupil	$28,150 187.66/pupil
100 students	$26,425 264.25/pupil	$20,150 201.50/pupil
50 students	$20,375 407.50/pupil	$14,100 282.00/pupil

7.5 Based on the anticipated norm structure for 1978-79, it it estimated that each additional elementary student enrolled will add $418.51 to the transferable funds of the board. The net financial impact on transferable funds if the proposed French School is operational in 1978-79 would be as follows:

	Separate Environment	Shared Environment
150 students		
Additional Funds	$62,776	$62,776
Additional Costs	34,425	28,150
Net Additional Funds	$28,351	$34,626
100 students		
Additional Funds	$41,851	$41,851
Additional Costs	26,425	20,150
Net Additional Funds	$15,426	$21,701
50 students		
Additional Funds	$20,925	$20,925
Additional Costs	20,375	14,100
Net Additional Funds	$ 550	$ 6,825

Schedule 7.a (Separate Environment)

	Population 150	Population 100	Population 50
Bell Telephone	1100	1100	1100
Administration	500	500	500
Travel: Principal	325	325	325
Teachers	150	150	150
Classroom Books, Materials & Supplementary Resources	16500	11000	5500
Late Bus	N/A	N/A	N/A
Extra Curr. Bus	350	200	100
Noon Hr. Super.	1200	800	400
Noon Hr. Bus	N/A	N/A	N/A
Sec. & Clerical	10400	10400	10400
Teach. Sp. Guidance	3800	1900	1900
Temp. Person	100	100	100
Total	$34425	$26425	$20375
Cost Per Pupil	$229.50	$264.25	$407.50

(See Appendix for Explanatory Notes)

Schedule 7.b (Shared Environment)

	Population 150	Population 100	Population 50
Bell Telephone	700	700	700
Administration	250	250	250
Travel: Principal	N/A	N/A	N/A
Teachers	150	150	150
Classroom Books, Materials & Supplementary Resources	16500	11000	5500
Late Bus	N/A	N/A	N/A
Extra Curr. Bus	350	200	100
Noon Hr. Super.	1200	800	400
Noon Hr. Bus	N/A	N/A	N/A
Sec. & Clerical	5200	5200	5200
Teach. Sp. Guidance	3800	1900	1900
Temp. Person	N/A	N/A	N/A
Total	$28150	$20150	$14100
Cost Per Pupil	$187.66	$201.50	$282.00

(See Appendix for Explanatory Notes)

APPENDIX

The costing of the school is based on the 1978-79 Budget Allocation Guidelines for Elementary Schools. The schools were divided into eight groups according to September 1978 enrolment. Various guidelines were then established for the groups either on base amounts according to size or per pupil. The smallest population groups guidelines are used herein.

Bell Telephone:	Separate Environment; group guideline indicates $1100/year. Shared Environment; addition to an existing system to handle an administration and teacher staff of one line and two phones is $700.
Administration:	Separate; group guideline indicates $500/year Shared; on evaluating the group guidelines the increment of population averaged to be $250/yr.
Travel:	Separate; Principal $325 based on group guidelines. Teachers, one trip (10 miles) per teacher per month for 6, 4 and 2 teachers. N.B. the net results are rounded to whole units. Shared; Principal, not applicable. Dollars included in host school. Teachers, see "teachers" above.
Classroom Books, Materials & Supplementary Resources	Separate; $110/Student as per Currdev documentation Shared; This figure includes $38/Student from the group guidelines. In addition a protection factor as to the cost of Books, Materials & Supplementary Resources is included to cover the inflation factors in this field.
Late Bus:	Assumed to be not applicable due to diversity of population and thus a prohibitive cost.
Extra Curr. Bus	Separate; $50/Class/Year, Class equals 23 students. Shared;
Noon Hr. Supervision Noon Hr. Bus	Separate; Based on the size, diversity of the school's Shared; population, and the cost and inefficiency of lunch time busing it has been assumed in the costing that all students would remain in the school for lunch. A ratio of 1 supervisor/ 50 students has been assumed. The cost of supervision is $6.25/person/day.

APPENDIX

Sec. & Clerical	Separate; on general averaging a full-time elementary secretary costs $10,400. Shared; the population increase was assumed sufficient to increase the school staffing by a half-time secretary, or $5,200.
Teach. Sp. Guidance	Separate; Based on the current staffing practice Shared; of one day per week for a school of 150-200 students, and an average cost of one day/year equalling $3800. A minimum of one half day/week was also assumed.
Temporary Person	Separate; group guideline indicates $100/school Shared; not applicable as the standard amount would be covered by the hose school.

● The Per Capita Cost for Plant Items for Each of The Elementary Schools during The School Year 1976-77

RANK	SCHOOL	CAPACITY	EFFICIENCY FACTOR	PER CAPITA COSTS. EFFICIENCY FACTOR
12	Allamcroft	636	509	$163.74
4	Beacon Hill	542	419	191.86
6	Beaconsfield	442	354	182.71
5	Briarwood	472	378	183.40
10	Cedar Park	674	539	170.44
17	Christmas Park	674	539	142.76
3	⊕ Dorion Gardens	404	323	197.37
13	Dorset	504	403	156.35
11	Edgewater	494	395	166.85
14	Greendale	664	531	147.94
2	Hudson Elementary	250	200	224.19
19	Lakeside Heights	702	562	140.65
20	Mount Pleasant	322	258	139.47
21	Northview	704	563	135.10
7	Oak Ridge	442	354	175.69
22	Reigniory	674	539	126.61
1	⊕ ○ Spring [illegible]	440	352	245.76
18	Sunnydale Gardens	950	760	141.42
16	Thorndale	704	563	145.74
8	Valois Park	614	491	172.56
15	Vivian Grahma	494	395	147.38
9	Windermere	564	451	170.46

⊕ Heated by electricity

○ New School in 1976-77

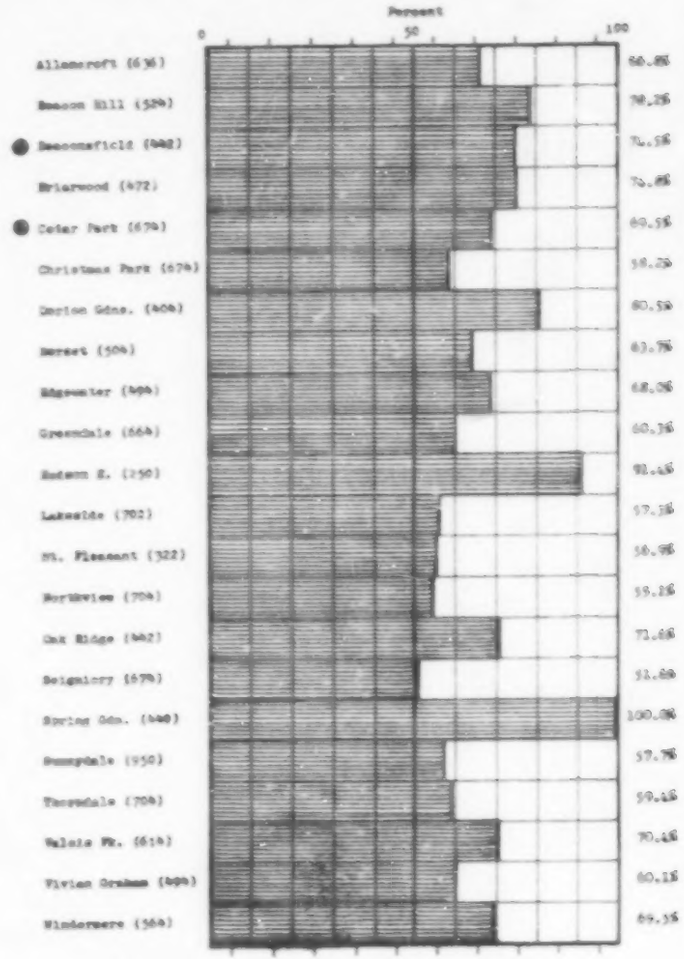
● The winter of 1976-77 was very severe

⟷ The Efficiency Factor is 80% of the school's pupil capacity

Rank 1 indicates the highest per capita expenditure; Rank 22 the lowest

Many variables are involved in these data and are often impossible to measure.

Comparative Per Capita Costs Shown As Percents (1976-77)



8.0 EXTERNAL FUNDING

In progress. This will be covered in the Director-General's recommendations which will be presented along with this document.

9.0 CONSULTATION

The consultation involved meetings with parents and staff of Cedar Park and Beaconsfield Elementary schools plus the parents of the potential pupil populations.

In addition, Beaconsfield Elementary's School Committee dealt with this topic at their meeting of April 18.

Reports of these meetings are included under the following headings:

9.1 Beaconsfield Elementary, April 10th's meeting.

9.2 Beaconsfield Elementary School Committee's meeting, April 18, 1978.

9.3 Cedar Park School, April 11th's meeting.

9.4 Meeting with parents of potential students, April 24, 1978.

In addition, consultation involving the E.P.C., the L.T.A. and the Q.A.S.A. took place and is reported as follows:

9.5 Consultation with the Educational Policies Committee.

9.6 Consultation with the L.T.A.

9.7 Consultation with QASA.

9.1 Meeting with Beaconsfield Elementary's parents. - April 10, 1978.

Meeting Objective. -To explain basic principles of our Primary French School Project.

-To explain why Beaconsfield Elementary was being considered as a possible building to house both the French and the English School.

-To receive reactions from the parents concerning their English children co-habiting with French children.

Numbers attending. 40-46 parents, 5 teachers, 1 principal.

Questions of importance raised.

1. Time table - What changes would there be?
2. Bill 101 - Would children attending the French School lose their admistbility?
3. Interaction between French and English children was expressed. Many favored more opportunities to mingle than we suggested would occur.
4. Open Area.- A goodly number expressed a concern about the open area particularly if all 177 English pupils were to be placed in 1 wing.
5. Quality of Education. - No definition was given. However, the implication was that with pupils going down in number, and subsquently teachers, certain teaching skills would disappear thereby, causing a detrimental effect on the programme.
6. Several general questions related to English speaking skills of the French teachers, local control over the French programme and the numbers of families who have been contacted. It was somewhat difficult to assess whether the potential clientel for the French School was clearly understood.
7. Can teachers be shared between two schools?
8. A suggestion was offered.

   A thought emerged several times concerning the movement of children between Christmas Park, Beaconsfield Elementary and Briarwood to make more viable English numbers and improve the French milieu by co-habiting French Immersion with French children. The numerical feasibility of this solution is being prepared.

CONCERNS:

-If both French, English are integrated in music, gym and other activities.

-(1) provided partitions could be pup up in English Open Area.
(2) if bilingual specialists could be hired to teach both schools gym, science, music.

-Totally dependant on the quality - including crowding conditions in the English School & open areas.

-My feeling is there should be French schooling available with no limitation on English enrollment.

-(1) French school not accessible enough to English children.
(2) Less space for English children - open areas might become too crowded.

-Put each language in it's own plant.

-I am an English parent wishing my child to attend a French elementary school but I understand that as she does not now speak French she is not eligible for this school. I don't like this.

-If we can share services (i.e., music, gym art with some intermingling of the classes I would vote yes.) To seperate the English & French without intermingling would not be advisable.

-It will merely re-enforce the separation between French and English as the epirit at the whole idea defeats the purpose of intergration of the two groups. I really think you should look into a bilingual project to benefit the English and French people.

Twenty-eight representing fifty-four children responded as follows to the two questions posed:

1. Do you feel that you accept the need to the Lakeshore School Board to establish a French School for September 1978?

   22 Yes - 3 Don't know - 3 No

2. On the basis of the information received tonight, do you feel that you could accept sharing this building with a Primary French School?

   15 Yes - 3 Don't know - 10 No

WRITTEN CONCERNS OF PARENTS ATTENDING THE BEACONSFIELD ELEMENTARY MEETING (Apr. 11)

1. Do you feel that you accept the need for the Lakeshore School Board to establish a French School for Sept./78

-That this will not diminish the role of French Immersion (or better) schools in teaching our children French after Grade 3, or the quality of English language education.

-There may be a need but not in our school. We shouldn't give up our school before we see if enrolment changes in the next few years.

2. On the basis of the information received, do you feel that you could accept sharing this building with a primary French School?

-I feel strongly that there should not be two separate schools - that is both the 'French' and 'English' pupils should use the same front door, have recess together, the same start/finish hours, and hopefully share classes in art, music, gym etc. In this way, both language groups could learn the others language and culture simply by 'mingling' and understanding.

-Quality of Education for English side.

-I feel there are no advantages for children already attending - only disadvantages e.g., overcrowding, re-inforces separation aspect by having totally separate French & English schools not allowing children to mingle.

-There are many foggy areas here. We must avoid a black & white situation. If gym, music and recess times could be combined, the idea of sharing may be feasible. But the quality of education on the English side must not suffer as a result of this move. Our children are Canada's future!

-1. Concept of segregation while in same building such as separate entrances, recess etc. abhoring.
2. Some 176 English students to be confined to 1/2 available space
3. Under present political situation, English students bound to become second class citizens especially in cases of segregation.
4. Would prefer to wait until possibly Sept.1979 to see if enrolment figures in English school might increase again due to possible changes in political situation.

-Mixing two languages and systems does justice to neither one. I feel that there will not be adequate resources for the education of either the English or French sector. The idea of a separate French school per item 1, is good if it is self-contained.

-I do not agree in having separate entrances, or recess periods. The children should mix as much as possible.

-Such a separate school as planned could create bad feeling among the children. It could also mean over-crowding.

9.2 Beaconsfield Elementary School Committee's Report resulting from a meeting held on April 18, 1978.

As of April 26, 1978, the written report resulting from this meeting has not been received.

9.3 CEDAR PARK SCHOOL meeting of April 11, 1978

Parents representing pupils responded as follows to the two questions asked:

1. Do you feel that you accept the need for the Lakeshore School Board to establish a French School for September 1978?

   Yes - 11 Don't know - 2 No - 20

2. On the basis of the information received tonight, do you feel that you could accept sharing this building with a Primary French School? (i.e., K - 3)

   Yes - 6 Don't know - 2 No - 23

   No Opinion - 1

Meeting with Cedar Park Parents & Teachers - April 11, 1978.

MEETING OBJECTIVES. -To explain basic principles of our Primary French School Project.

-To explain why Cedar Park was being considered as a possible building to house both, the English School and a French School.

NUMBERS. 55 parents, 8 teachers and 1 administrator.

TONE: This community verbalized great anxiety about the concept of cohabiting their school with a French School. There was the feeling of suspicion that we were forcing this French school on the community but, stated that they were willing to change their mind if we could prove the logistics of cohabiting and the effect this would have on the children.

QUESTIONS:

1. Why are you asking us the question when you have not collected definite interest from the clients?
2. To show the possible degree of interest we were asked how many French Protestant Churches were there on the Lakeshore.
3. Is there not a fear that,by segregating the pupils, both sides will lose culturally.
4. Would the English programme be better than the one at Marguerite Bourgeois.
5. As the French School grows in size, would that not force English children out, and will an English School be guaranteed here.
6. Cohabitation will cause rivalry and possible confrontations. What would you do then?
7. Could not the location of a French School cause a demographic change in the linguistic character of people moving into the Cedar Park area?
8. There would be a fall off in volunteers.
9. What would become of Cedar Park's FFI programme?
10. What would the pupils in French - grade 3 - do the next year?
11. Concern for impact on others who live in the community.
12. What is the advantage of a French School over FFI?
13. Community wide consultation was suggested.

COMMENTS FROM CEDAR PARK COMMUNITY.

1. Do you feel that you accept the need for the LSB to establish a French School for Sept.1978?

-Do not feel the demand exists - you quote "religion equals distance". Excessive bussing would obviously be a great factor. Sept.78 is too soon for adequate research and planning.

-From the discussion at the meeting, there appears to be no demand from French Protestant for such a school. The potential 'clients' for such a school appear to be Anglo's now enrolled in the French Cat. System. They are enrolled because the English Protestant School Board does not commence adequate French instruction at K-3 level. Correct the situation and you will get back some of your lost students and the Government grants that go with them.

-95% of the students going to this school live in the area. They belong to the same hockey and socker leagues. They go to the local Protestant Churches and belong to the Beavers, or Guides clubs. This is their community. The proposal is to bus in French Protestant students from as far away as Hudson to this school, although from the discussion at the meetings they are more likely to be Anglos seeking better French instruction. With this kind of a set up it will not be long before the 'bussed' French circulum students take over the whole school. The upshot of the whole thing will be the bussing (at Government expense) of my children to another school and the breaking up of this Anglo Community.

-If the enrolment of Cedar Park school is down then the community with the help of the local board should seek ways and means to attract new Anglos to this community to build up the school enrolment. We have one of the finest schools in North America and a community that has a proud Heritage. We should be trying to build it up, not sell it out for some Quebec Grants.

-What is the demand?

I feel that the Provincial Government should provide a French school if it is so adamant about its language policy as it applies to education, not the English school taxpayers.

-The quality of the feasibility study is suffering from a 'rush job'. Also due to the extensive planning, suggested below, required to implement the philosophy of congenial and creative coexistence.

-Not enough student population for a last minute registration for Sept.78. Determine exact number who request above and plan properly for implementation in 1979.

I think more time should be taken in the planning of such a school and the school should be housed in a building of its own, i.e., no cohabitation with an English school.

Not enough 'French Protestants'. We have a good Fr. Immersion Program - why not start at K level if the need for 'French School' is so.

-The commissioners present at meeting could not or would not tell us if there were enough people even interested in such a school. If not, they are surely using money for their study unwisely.

I cannot in all honesty say I accept the need to establish a LSB French school in Sept.78. However, I do most earnestly support your endeavours to find out how many families need the LSB French school. Please do keep parents informed when you have a firm total of applications.

-Improper Planning.

-It has not been shown that the need is great enough.

-Students presently in French schools who are eligible for English schooling should be made more aware of benefits of French Immersion in LSB schools.

-If the school is Cedar Park

-I believe there are not enough people in the Protestant system warranting a school.

-Take more time.

-That the 'need', in fact, exists.

-If a need is established, this was not done tonight.

-I think it is a good idea but I am afraid of it here and I am not sure there is a rush.

-Would also like a French Immersion school for Kindergarten where children could begin learning more French earlier and slowly go into a 50/50 programme - Eng.-French.

-Would prefer stronger French Immersion.

COMMENTS FROM CEDAR PARK COMMUNITY.

#2 On the basis of the information received tonight, do you feel that you could accept sharing this building with a primary French School?

-Not as described. Primary concern is the total separation of the children in the French vs. English section, creating a 'WE/THEY" split. I feel it is essential to create a live and play together feeling,not a segregated situation.

-Displacement of existing & future English students
-The idea of segregation
Note:- We feel there should be more input and that this situation should be open to all of the Cedar Park Community.

-I do not like the idea of two schools occupying the same buildings.

-1. Impractical in this building which does not have 2 gyms & a separate wing; and insufficient space.
2. Temporary arrangements usually create more problems in the long run.

-The projected numbers of students in this school for the next five years are so indefinite that a decision which might affect the community as a whole is premature.
-The school will be too crowded and special facilities now available will be curtailed or eliminated.
-It wouldn't be fair to the children moving into the French school to be moved again the next year - after all you can't move people around as easily as furniture. But by extending the French classes to grades 4,5 and then 6, our children of the English school from this community might be too crowded and have to be housed elsewhere.
-However, if a fair proportion of those in the French school were resident of this community, possibly 'immigrants' from the other provinces of Canada, then efforts should be made to find room for them in our school.

-If children of both school are kept strictly apart (to encourage the speaking of French on the French side), they will absorb the idea that the two linguistic groups should not mix. The French school should be set up carefully in tandem with the English school to provide for the sharing of staff (such as gym, music and art specialists) to the benefit of both. Also, with careful and imaginative planning, children from both sides could be mixed together (e.g., French and English in gym, music and art classes held jointly) to encourage cultural contact. For example, could two half classes, one English and one French, not be held in the gym with the gym specialist while the other two halves are in music? In this way children, who may be separated at recess to reduce the use of English on the French side, will grow up with the idea that the French and English mix naturally.

-That the Kindergarten rooms & opportunity classes would be displaced and there would be a problem sharing gym, library & music room. (Not to mention that this school is a very long way from the western sector of LSB).

-I feel that sharing the building would be at the expense of the English students presently attending this school and I can see absolutely no advantages to either the English or French students, by the sharing of a building, but many disadvantages by this kind of segragation.

-Definately NO - The physical separation of the French & English children!

-The board did not demonstrate that they had made their choice of schools in a logical and sensible manner. Their use of the available criteria is suspect. A considerably more detailed study must be made of each case before a decision can be made.

-A divided school & school yard is not desirable.
-The sense of community within a school will disappear, as the majority will/may be 'non-resident'.

-Volunteer help, which has been, is, and will be an important part of the quality of a school will deteriorate.

-A treat to our South Pointe Claire life if implemented here. No benefit to our students as an artificial barrier is set up as soon as it is a separate school. If it were a real integral part of the present 'school' under same principal and general staff, it could be a plus. As a separate entity where there is no mix dictated by the two 'school' systems, the adults (i.e., board) impose a hostility on the children before they even arrive at school.

-On the basis of information received I am very willing to support the sharing of the building, in principle. I would ask the board to provide the community with a detailed study should Cedar Park be chosen as the location for the LSB French school. Obviously, we have great concern for the retention of standards now enjoyed at Cedar Park.

-No benefits for either Fr. or Eng. children.
No guarantee that by so doing that C.P.S. will not be closed at some future date.
Dishonesty - State fact that it is the Protestant children that are in Baldwin Cartier Board that LSB wishes to get back - don't try to stand on pretense that it is for Fr. Protestant.

-It would be better to have the French school in a separate building. I do not feel the parents of this school (Cedar Pk.) are ready to accept sharing the school.

-We believe that having one building separate in itself would be better, and one in a more central location.

It offers no advantage to Cedar Park school students and may possibly lead to dislocation of English students at a later date.

-I don't know if it is a positive move for the school.

-Too much space & equipment would be sacrificed. Separate schools would only feed the Fr/Eng. difficulties - the only type of school worth considering other than what we have now would be a "Bilingual" school which apparently is now "illegal" in Quebec.

-For selfish reasons I feel we would have to give up too much in the way of space and the advantages of a small school. I feel that two separate school in one building would only add to the feeling of separateness between the two cultures.

COMMENTS ON QUESTION #2.

-Not enough information given to give an answer. Perhaps it would be great dependent on many factors unknown. (i.e., Are two schools to be physically split and pupils not allowed to mix? How will it affect the number of class rooms available, etc.

-I'm afraid I don't have enough information. I came with a negative opinion, but was willing to listen to the advantages. I haven't heard any, but is it that we are getting first choice for an alternative to closing? I'm a little nervous because I don't see what the good parts are. What are we missing out on?

-Yes but feel that a school easily accessable to the Trans-Canada highway would be best for Dollard children and Hudson children where most to facilitate bussing would come from. (i.e., not off 2-20)

-Space: each classroom can be expected to be 1/2 full with a new programme. The 80% rule can only be a slow developing climax without disturbance.

-Would prefer to stay as is or introduce totaly mixed schools.

9.4 Meeting with parents of potential pupils held on April 24, 1978.

This meeting took place at Beaconsfield Elementary School.

Fifty-four adults representing seventy-one potential pupils attended; members of this group completed forty questionnaires.

The opinions, as expressed on the returned questionnaires are recorded on the following page.

COMMENTS on the Questionnaire distributed at the Meeting of Parents of Potential pupils for the PROPOSED FRENCH SCHOOL.

QUESTION 1.- Are you willing to send your child to our Proposed Primary French School, given what you now know?

-No, because there is no 'classe d'accueil for 4 yr.olds, - nor am I interested in having a French School mainly for Anglophones as is envisioned by the LSB.

-No, only because we are geographically closer to a Baldwin Cartier School.

-From what I heard tonight, it appears that the French programme being taught in the LSB schools at the moment is not enough to justify the acceptance of its Anglophone students in the Proposed Primary School. So I am forced to vote NO.

-No, because it would mean that the boys would be separated from each other. If you have a grade 5 next year, then yes!

- Yes, subject to transportation and English Language training.

-Maybe, depending upon bussing - class size.

NUMBER AND AGES OF CHILDREN.

AGES	YES	NO	DON'T KNOW	MAYBE
1-3	6	5		
4		4		1
5	10	4		5
6		7		3
7	1	4		3
8	1	5		1
9	1	5		
10		2		
11		1		
(no age given)		2		
TOTAL:	17	39		13

QUESTION 2.- Will you formally register your child for this school within a week to ten days of the Board's resolution?

-Why could not more emphasis be given to French as a second language (oral conversation) from Kindergarten on through grade 1, 2 and 3. Show what there is presently being given now? If that were so than I would not consider the Baldwin Cartier Board.

-What is the point in catering only for Anglophones - no meeting of French students with French Mother Tongue. Otherwise it might have worked well.

-It will depend if you have a grade 5 next year.

-For the year 1979-80 if our oldest child could attend the English Section while the youngest would attend French Section Grade 11.

-We will be interested when you establish a school in our area (Far West).

-If the school goes to grade 3 and if there is a class d'accueil, I would feel more positive.

-If a classe d'accueil were to be provided for 4 year olds as part of the French School, we would very seriously consider sending our 2 children, but to split them up, I feel would beimpractical.

NUMBER AND AGES OF CHILDREN

AGES	YES	NO	DON'T KNOW	MAYBE
1-3	6	5		
4		4		1
5	9	4		6
6		7		3
7	1	4		3
8		5		2
9	1	5		
10		2		
11		1		
(no age given)				
TOTAL:	17	39		13

9.5 Consultation with the Education Policies Council, April 24, 1978.

The following resolution was passed following discussion on the Proposed Primary French School.

"THAT the EPC endorses the Course of Study Proposed for French School (K - 3) provided that in-service be available to teachers in order that the programme be implemented as described, and that the recommended funds be set aside to make sure that all the appropriate materials be available".

"Further, the E.P.C. is appreciative of the on-going consultative process".

9.6 Consultation took place with the L.T.A. on April 26, 1978.

9.7 Consultation with Q.A.S.A. took place:
(a) with the Executive on April 12, 1978, and
(b) with the general membership on April 27, 1978.

10.0 TRANSPORTATION

10.1 It is assumed that transportation services will be provided within the terms of the existing policy on transportation, that transportation will be provided in the morning and afternoon only, and that such costs will be specifically admissible.

10.2 Because of the difficulty in planning transportation routes without specific addresses of students, a general review of the requirements has been made without any specific costs being developed. Based on the preliminary data it appears that service can be provided to the on-island territory using a maximum of 9 mini-buses which would ensure that the longest trip would not exceed 1 hour.

10.3 No bus service has been contemplated for noon hour because of the widely dispersed population involved. However the cost of noon hour supervision has been provided for in the estimate of transferable costs.

10.4 It will be necessary to obtain the permission of the Ministry of Transport for the extra buses required for this service which could cost the Ministry about $15,000 per bus, or $135,000 for the nine buses.

10.5 Some integration with other existing routes may be possible but this cannot be determined until more specific data is available. It should also be noted that school opening and closing times may become a factor in determining what degree of integration is feasible. Under present regulations of the Minister of Transport, a school may be required to begin between 8:00 a.m. and 9:30 a.m. The closing time will have to be determined based on the required instructional time, and length of the lunch hour.

11.0 MINISTRY OF EDUCATION

A. Permission to Establish a Primary French School
B. Permission for Second Language Instruction

In progress. This will be covered in the Director-General's recommendations which will be presented along with this document.

11.0 MINISTRY OF EDUCATION

A. Permission to Establish a Primary French School
B. Permission for Second Language Instruction

In progress. This will be covered in the Director-General's recommendations which will be presented along with this document.

12.0 SUMMARY:

This document contains data which explains the recommendation that will be submitted by the Director General at the May meeting of Commissioners.

It also contains background data that is available for the Council of Commissioners to make their decision regarding the Proposed School.

In particular, attention should be drawn to the information relating to site selection, consultation, costing and the Course of Study for the Proposed Primary French School.

3.0
7.0

Commission scolaire Lakeshore
Lakeshore School Board

Appendix A

PROGRAMME D'ENSEIGNEMENT PROPOSÉ POUR UNE ÉCOLE FRANÇAISE
(5 à 9 ans)

COURSE OF STUDY PROPOSED FOR FRENCH SCHOOL
(K to 3)

Service des programmes — PROJET 78-04
Curriculum Development Services — DRAFT 78-04

65 Plus

IMPORTANT NOTE	This draft has been produced mainly in English, but a French version will be prepared once an acceptable document is approved.

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TIME ALLOCATION

MINIMUM DE MINUTES D'ENSEIGNEMENT PAR CINQ JOURS

The teacher should attempt to provide the following minimum number of minutes of instruction per week per subject as far as possible.

	Niveau 1	Niveau 2	Niveau 3
Français (langue maternelle)	480	480	360
Sciences humaines Sciences naturelles Education morale et religieuse	200*	200*	270*
Mathématiques	225	225	240
Anglais (langue seconde)	100	100	100
Arts plastiques	60	60	60
Musique	60	60	60
Education physique	60	60	60
Marge de manoeuvre institutionelle	195	195	230
	1380	1380	1380

* Les activités d'apprentissage des programmes de sciences humaines, de sciences naturelles, et de l'éducation morale et religieuse s'intègrent très fréquemment aux activités d'apprentissage en langue maternelle. L'enseignant devrait concentrer ses activités sur un thème tiré de l'un on l'autre de ces programmes.

Maternelle

General Aim The principal aim of the preschool education is to foster in the child the development of a balanced, well-integrated, and well-individualized personality. The programme should attempt to prepare the child to benefit as fully as possible from the education he will receive in the subsequent stages of his development by enabling him to live his life as a child to the full, and to develop his personal aptitudes to the maximum.

The following documents from the Ministry of Education provide guides for the planning of a Kindergarten programme:

1.	Principes de l'éducation préscolaire	16-1000	(1967)
2.	Organisation pédagogique des maternelles	16-1006	(1968)
3.	Education sociale	16-1001	"
4.	Eveil religieux des tout-petits	16-1003	"
5.	Eveil musical	16-1004	"
6.	Arts plastiques	16-1005	"
7.	Eveil mathématique	16-1008	"
8.	Programme d'études des écoles maternelles et élémentaires	16-2010	(1971)

Materials: The same type of games, puzzles, toys, books that are used in an English kingergarten.

The usual art materials and tools that would be used in an English kindergarten class.

The furnishings and equipment usually found in an English kindergarten class.

Costs: It is anticipated that the furniture and such basic items as the sand table, watertable, piano and record player will be available from an English class with surplus equipment.

It is suggested, therefore, that the following costs may be required.

To replace toys, books, equipment, etc.	$ 500.00
To provide paper, paint, clay, etc., etc.	500.00
Total	$1000.00

Anglais (langue seconde)

General Objectives:

1. To introduce the students, orally, to the English language, its rhythm, and intonation.

2. To make the students aware that English is another means of communicating linguistically.

3. To ensure that the students find this introduction to a second language an enjoyable experience.

4. To develop, during the K-Gr.3 period, a vocabulary of simple words, phrases and sentences that are used, and needed, in every-day life experiences.

Specific instructional objectives may be designed along the following lines, eg: -

a) the student will develop an awareness of the sounds of English
b) the student will develop an awareness of the rhythm of English
c) the student will develop an awareness of the intonation of English
d) the student will recognize certain words in English
e) the student will understand the meaning of certain words in English
f) the student will recognize the patterns of phrases, sentences in English
g) the student will understand the meaning of phrases, sentences in English
h) the student will use the English language to communicate with others, according to his level of linguistic ability.

Programme:
Kindergarten

Approximately 20 minutes a day will be devoted to oral experiences in English. The teacher will improvise oral activities which can tie in with the regular daily programme.

Gr. 1 - Gr. 3

20 minutes per day.
As this will be the first time that such classes are in use in the Lakeshore School Board, an exploratory approach is advised, for it is quite possible that since these French-speaking children have been living in a predominantly English area, there may be a wide range across the pupils in each class, as to their level of competency in the second language.

It is suggested that the following programme be obtained:

P.S.B.G.M. - Programme for English as a Second Language
K - Gr. 3.
plus the two series - The Magic of English
and Yes, English for Children.

In, addition, the teacher would use her own ideas to round out this programme to meet individual needs within her class.

Eventually, it should be possible to compile a programme that is well-suited to students in the West Island area.

Textbooks:

The Magic of English Fitzhenry & Whiteside		
	Student's Workbook	$ 2.80
	Teacher's Manual	2.80
Yes, English for Children - Addison Wesley		
Level A	Workbook	2.95
	Teacher's handbook	3.65
Level B	Workbook	2.95
	Teacher's handbook	3.65
Level C	Workbook	3.55
	Teacher's handbook	4.45

Other suggested texts:

English Around the World - Grades 1-6 Gage		
	Activity book	1.80
	Skillbook	2.50
	Teacher's handbook	5.90
New Horizons in English Levels 1-6 Addison Wesley		
	Text	3.95
	Workbook	1.65
	Teacher's handbook	4.20
English for a Changing World Levels 1-3 Gage		
	Student's book	3.90
	Exercise book	2.00
	Teacher's handbook	6.95
	Cue books pkg of 10	5.90
	1 package for each level	

Materials from Currdev

Language Arts Instructional Objectives Kit	June Best Consultant
Reading Games	June Best Consultant

Cost: (class of 25)

Grade 1	The Magic of English	25 @ $2.80	$70.00
	Handbook	1 @ $2.80	2.80
	Yes, English for Children Level A	25 @ $2.95	$73.75
	Handbook	1 @ $3.65	3.65
	Manual from PSBGM		5.00
			$155.20

Grade 2	Yes, English for Children	
	Level A 25 @ $2.95	$ 73.75
	Level B 25 @ $2.95	73.75
	Handbooks A&B 2 @ 3.65	7.30
	Manual from PSBGM	5.00
		$159.80

Grade 3	Yes, English for Children	
	Level B 25 @ $2.95	73.75
	Level C 25 @ $3.55	88.75
	Handbooks B&C	8.10
	Manual from PSBGM	5.00
		$175.60

Arts plastiques

The child perceives through intuition, he sees the world with an innocent freshness, as yet unaffected by the dictates of experience. The elementary art programme places emphasis on the development of the individual as a creative, sensitive, visually literate (thinking) person and not merely as a producer of art products.

Aims: The aims of the elementary art programme concern:

Self-Concept - development and elevation of the self image, worth to self and others, a very important basis for personal adjustment and coping with the learning environment and the learning processes.

Awareness - sensitizing, use of the senses, sensitivity to others, self, and natural phenomena.

Creativity - self actualization, contribution of self, uniqueness, originality, personal statements.

Appreciation - enjoyment, valuing, critical attitudes, selectivity.

Language of Art - concepts, vocabulary, communication through elements and principles.

History of Art - contribution to humanity, historical record of man's life style, one's art heritage.

Skills - ability to manipulate tools and to select materials to their best advantage in solving conceptual problems and making a personal expression of the problem.

Experiences - tasks which require student performance of concepts, competencies, and attitudes he will be able to perform when he has completed the learning experience.

Application - transfer or carry over to other learning experiences, inter-relationship and support.

Objectives:

Stated in Art Objectives for Elementary Schools, LSB available from Currdev.

Content: Techniques - printing, painting, collage, sculpture (modelling and assemblage)

Six and Seven-year-old pupils

a. Vocabulary - names of materials and techniques used by the pupils.

b. Colour Concepts - identification of colours used.

c. Texture Concepts - encourage the use of textures.

Eight and Nine-year-old pupils

a. Vocabulary - names of materials and techniques used by the pupils.

b. Line Concepts - straight and curved lines.

c. Colour Concepts:
- knowledge of primary colours (red, yellow, blue)
- identification of colours formed by mixing pigments
- mixing of light and dark colours
- personal colour symbolism

d. Texture Concepts - use of visual and tactile textures.

e. Composition Concepts
- relationship between the materials used and the nature of the finished product
- balance: dominance and grouping

f. Modelling and Assemblage Concepts - sculpture done in relief and in the round.

Individual and Group Work

a. exercises in manipulation
b. exercises in exploration
c. creative composition (6 to 12-year-old pupils)
d. composition from memory (8 to 12-year-old pupils)
e. composition from observation (10 to 12-year-old pupils)

Resources:

Documents from the Ministry of Education

Arts - Plastic Arts May 1970 16-2502
Plastic Arts Teaching Guide
Sept. 1970 21-2012

Audio Visual Material

Consult the latest Lakeshore-Baldwin Cartier catalogue.

Costs: (per class of 25)

Grade 1	1 x $175.
Grade 2	1 x 175.
Grade 3	1 x 175.
	$525.

Education morale et religieuse

Aims:

Since, in the Judeo-Christian tradition, religion and morality are inextricably bound together it can be said that the moral and religious development of the child is an ultimate aim which the educational system shares with society as a whole.

The general aims of the course, to which each of its parts is meant to contribute, are:

1) to deepen the child's natural tendency to wonder at the mystery of life in order to develop a respect for himself/herself, for others and for the world in which he/she lives;

2) to provide the child with some of the knowledge necessary to permit adaptation to her/his moral and religious environment while not insisting on conformity to it.

KINDERGARTEN

Aims: to develop some knowledge and appreciation of basic moral values;

to provide the teacher with an opportunity to develop respectful and reverent attitudes;

to acquaint the child with Bible stories, and verses.

LEVEL I

A. The Judeo-Christian Story

Aims: to present the human childhood of Jesus as realistically as possible;

to acquaint children with the childhood of great figures of the Old Testament.

B. Celebration

Aims: to acquaint children with different celebrations - songs, hymns, poems, drama, dance, symbols, etc.

C. "Areas for Action"

Aim: to help the child appreciate his/her role and that of other members in the family.

D. Values Clarification

Aims: to encourage children to make choices, and make them freely;

to help them discover and examine available alternatives when faced with choices;

to help children weigh alternatives thoughtfully, reflecting on the consequences of each;

to encourage children to consider what it is that they prize and cherish;

to give them opportunities to make public affirmations of their choices;

to encourage them to act, behave, live in accordance with their choices;

to help them to examine repeated behaviours or patterns in their lives.

E. Growth and Development

Aims: to have students try to anticipate dangers before they arise - snowballing, swings, etc.

to emphasize responsibility for habitualizing cleanliness, sensible dressing, adequate rest, wise eating, etc.

Content: see attached course outline.

LEVEL II

A. The Judeo-Christian Story

Aims: to present the social setting within which Jesus lived;

to present the heroic aspect of significant Old Testament characters;

to initiate children to the structure of the Bible as a library.

B. Celebration

Aims: See Level I

C. "Areas for Action"

Aims: to help the child appreciate his/her role and that of others within the school community;

to improve understanding of human relationships in the surrounding community;

to encourage sensitive appreciation of the contribution of every member of the community to its welfare.

D. Values Clarification

Aims: See Level I

E. Growth and Development

Aims: to encourage bicycle safety, etc.,

to encourage proper nutrition.

Content: See attached course outline.

LEVEL III

A. The Judeo-Christian Story

Aims: to introduce the concept of COVENANT as a way of thinking about God's dealings with the Hebrews and with Christians;

to initiate a sense of historical development of Biblical religion and literature.

B. Celebration

Aims: See Level I

C. "Areas for Action"

Aims: to begin to think of Canadian citizenship as analogous to the Hebrew covenant, because it is a privilege and responsibility one is born into or chooses, with accompanying laws to be observed;

to begin to share in an immigrant's appreciation of Canadian citizenship;

to develop appreciation of all people's festivals, including native people's.

D. Values Clarification

Aims: See Level I

E. Growth and Development

Aims: to encourage water safety;

to encourage participation in school and community sports where good sportsmanship as well as healthy bodies are developed.

Content: See attached course outline.

Bibliography intended for teachers

Anglican-United Hymn Book (Un livre récent, et celui qui contient le plus de musique folklorique. Quelques cantiques sont en Français.)

Série Droulan: Morale vécue et Morale pensée, Editions de Deock. Les Livres I, II et III couvrent six années. Il existe un Livre du Maître pour chaque niveau.

Israel au Temps de Jésus. La Collection Cristal

Harvey, Julien, s.j., Le Temps s'ouvre sur la Bible, Editions Fides (courts essais sur sa nouvelle pertinence) - $1,25.

Mead, F.H. et Zimmerman, A.W., compilateurs, The Illustrated Study Bible, Judson Press, 1973 - $3,95.

Uys, Sue, Successful Bible Teaching: A Creative Approach, Baker Press, 1973 - $3,95. (Activités, dessins sur le sable, marionnettes, etc.)

Rowley, H.H., Atlas de la Bible.

Le Livre de la Bible, Editions des Deux Coqs d'Or. Produit conjointement par des Juifs, des Catholiques et des Protestants. Les récits sont placés dans leur contexte, et le jugement de la science moderne sur ce qui est mythe et ce qui est histoire est accepté. Il y a de belles illustrations, comprenant beaucoup de photographies contemporaines - $24,00.

Grandir (Novalis). Trois boîtes de cartes-ressources traitant de plusieurs sujets et de situations qui peuvent surgir dans la salle de classe.

La série Notre Foi et Notre Vie: Introduction à nos Livres saints, Pierre Grelot (Librairie Bélin).

Cette Education sexuelle qui vous Fait Peur, (L'Ecole des Parents). Collection Laurence Pernoud.

Encyclopédie de la Vie Sexuelle, Hachette (5 volumes). Les deux premiers volumes se rapportent aux enfants de 7 à 9 ans et de 10 à 13 ans respectivement.

La Bible Illustrée aux Presses de Taizé, Editions du Seuil.

La Bible pour les Jeunes - l'Ancienne Alliance, texte de A.M. Cocagnac (Editions du Cerf 73).

Tout sur Noel (Fides), Suzanne Martel, 1977. Collection Comment Faire - $5,95.

Des Quatre Vents, Beatrice Fanaka, L'Ecole des Loisirs (Chants de toutes les nations).

Materials intended for student use

Level I

Books:

Collection Cristal. Histoires de la Bible, racontées par L. Diamond et H.I. Rostron, illustrées.

Enfant du temple (L')	Jésus parle en paraboles
Enseigne-nous à prier	Jeune berger de Bethléhem (Le)
Histoire de Daniel (L')	Merveilles, sont-elle connues? (Tes)
Histoire de Joseph (L')	Moise, prince et berger
Histoire de Saint-Paul (L')	Naaman et la petite servante
Israel au temps de Jésus	Naissance du Sauveur (La)
Jésus choisit Ses disciples	Nul enfant n'est trop petit
Jésus, l'ami des enfants	Pierre, pêcheur d'hommes
Jésus, l'ami des malades	Sur les rivages de Galilée

Le très curieux pique-nique de Grand-maman, par Joyce Wood, (Editions des Deux Coqs d'Or), 1972 - $3,50. Il existe également dans cette série Le merveilleux Jardin de Grand-maman et Les drôles de Chapeaux de Grand-maman.

Mon chat est bien soigné et Mon chien est bien soigné (Editions Gérard), 1972.

La série Barbapapa (L'Ecole des Loisirs).

La série Je Connais..... mes amis, ma famille, etc. (L'Ecole des Loisirs).

Monsieur le Lièvre, voulez-vous m'aider? (L'Ecole des Loisirs).

La série Hérisson. Histoir· de la Bible. Concordia. Nombreux titres, histoires rimées vivantes et bien illustrées.

Un garçon sauve sa famille	Le voyage secret
La chute des Remparts	Le serviteur sans pitié
Le Berger et la Fronde	Quelle surprise!
L'homme avalé par un poisson	Le secret de l'étoile
Daniel dans la cage aux lions	Le bon Samaritain
Trois Hommes jetés au feu	Le Monde que Dieu a fait
La Maison sur le Roc	Histoire de l'arche de Noé
L'invitation à la Noce	La grande promesse
Une princesse et un bébé	Petit Louis et le premier Noel
Des pêcheurs bien surpris	Les huit sacs d'or
Le petit garçon qui a donné son goûter	La grande évasion
	La petite Marie
Le roi le plus extraordinaire	Un paralysé se met à marcher
Le bébé né dans une étable	Riche mais fou
Jean et le petit agneau perdu	

La série Ce que nous dit la Bible - 17 titres, tirés de l'Ancien et du Nouveau Testament (La société canadienne de la Bible) - $1,25.

La naissance de Jésus
Jésus dans le Temple
Bartimée
Le mariage à Cana
Jésus est ressuscité
Zachée
Le bon Samaritain
Jésus guérit un paralysé
Jésus va au ciel
Jacob et Esau
Joseph
Au commencement
La Sortie d'Egypte
Vers le Pays promis
Le Roi David
Le Fils prodigue
Abraham

La série Les albums de l'arc-en-ciel - 26 titres, tirés de l'Ancien et du Nouveau Testament, plus une dernière page pour le maître ou les parents. (Les éditions du Cerf) - $1,10.

L'âne de Balaam
Zachée, le Publicain
Le jeune David
L'agneau de Pâques
Jonas
Jésus au bord du lac
L'aveugle-né
Le paralytique guéri
Noé
Elie et le feu du ciel
Le baptême de Jésus
St. Paul rencontre Jésus
Abraham
Jacob
Joseph
Samson
Jésus nous donne le pain
Les disciples d'Emmaus ont vu Jésus ressuscité
La création du monde
Jésus ressuscite Lazare
Moise
Le Royaume de Dieu pousse comme un arbre
Pierre, pêcheur du Christ
L'Esprit de Pentecôte
Noel
Guéri dans le Jourdain

Films:

Au pays de King Size - Un dessin animé décrivant une visite au pays de King Size, où il est défendu de ne pas fumer. Assailli de toutes parts par les cigarettes et la fumée, notre jeune héros est bientôt en pleine fuite. De retour à la maison, il est prêt à faire ce qu'il peut contre la menace; ses solutions sont aussi amusantes que ses aventures. 7 minutes - en couleur - O.N.F.

Vie tirée de la vie - Les plantes, les arbres, les poissons et les grenouilles racontent l'histoire de la reproduction et de la fertilisation. 11 minutes - en couleur - Moreland-Latchford - $140.

Début de la vie - Film tiré du titre précédent. Moreland-Latchford - $14,50.

La sécurité avec Plutus et Saturien - Des marionnettes enseignent les grandes règles de la sécurité pour la vie terrestre à deux enfants venus de l'espace. 23 minutes - en couleur - O.N.F.

* Also see titles at level II

Materials intended for student use

Level II

Books:

La série Droulans: Morale vécue et Morale pensée, Livre I, (Editions de Deock).

Collection Cristal: voir la page 44.

La série Hérisson: voir la page 44.

La série Ce que nous dit la Bible: voir la page 45.

La série Les albums de l'arc-en-ciel: voir la page 45.

La série Barbapapa (L'Ecole des Loisirs)

La Vie de Jésus, Collection Pomme d'Api, (Editions du Centurion, 1971).

La série Je Cherche...mon métier, etc. (L'Ecole des Loisirs).

Films:

Oeuf et sperme - Le spermatozoide rencontre l'ovule et la vie commence pour un goéland, un poulet et un chaton. Différences dans la façon de naître des oiseaux et des mammifères. 10 minutes - en couleur - Moreland-Latchford.

Mâle et Femelle - Séquence filmée. Les processus vitaux de fertilisation, de reproduction et de développement des poissons, des oiseaux, des amphibiens et des mammifères. Moreland-Latchford - $14,50.

Jacquot visite le zoo - Un gardien en colère chasse Jacquot pour avoir agacé les animaux. Finalement Jacquot se retrouve dans une cage étiquetée "Garçon Sauvage". Bons gros plans des animaux. 11 minutes - en couleur - O.N.F.

Drôle de Micmac - Une marionnette d'enfant indien amuse l'auditoire avec son arc magique, mais l'intensité de la circulation de la ville l'épouvante jusqu'au moment où des citadins bienveillants lui enseignent les règles de la sécurité. 15 minutes - en couleur - O.N.F.

Gardons nos dents - Amusant dessin animé illustrant la fonction des dents et les soins dont elles doivent faire l'objet. 10 minutes - en couleur - O.N.F.

Materials intended for student use

Level III

Books:

La série Droulans: Morale vécue et Morale pensée, Livre II, (Editions de Deock).

Grandir (Novalis): voir la page 42.

La série Hérisson: voir la page 44.

Des quatres vents - Fanaka, Béatrice (chansons de nourrices et chants de toutes les nations). L'Ecole des Loisirs.

Sculpteurs de Totems - par Chagnan (Bernard Assiniwi et Ka-Hon-Hes (John Fadden), Indiens de l'Île de Vancouver. Collection Chicouté (Editions Leméac) - $2,50.

Bébé - Manushkin, Fran. (version française de Anna Solal). Harper & Row, 1972. (La naissance, du point de vue du bébé. Histoire à la fois amusante et provoquante).

Dis-moi comment je suis né - Claudine Brelet-Rueff. Hachette, Paris, 1975. Développement dans l'utérus de l'être humain et de l'oiseau. Le tout dans un context d'amour.

Comment je suis né - Editions Piccoli - $5,00. (Le plan affectif et le plan physique)

Films:

La série Tuktu - 13 films de 15 minutes chacun, sur la vie traditionnelle esquimaude, vue à travers les yeux d'un jeune garçon. O.N.F.

Deux deviennent un - L'accouplement des mammifères, par l'exemple de chats. Les changements dans l'utérus et le développement d'un oeuf fertilisé chez les humains. 10 minutes - en couleur - O.N.F.

La naissance - séquence filmée. Changements dans l'utérus et le développement d'une nouvelle vie chez une chatte. La naissance et le soin des chatons. Concepts de la vie de famille. Moreland-Latchford - $14,50.

Sécurité aquatique - Les règles de sécurité aquatique et ce qu'il faut faire en cas d'urgence. 13 minutes - en couleur - O.N.F.

Le petit voisin - Des petits voisins anglophones et francophones apprennent à jouer ensemble, et à communiquer. 18 minutes - en couleur - O.N.F.

Le grand voyage d'André - André apprend à reconnaître les aliments qui sont bons pour lui et d'où ils viennent. 10 minutes - en couleur - O.N.F.

	THE JUDEO-CHRISTIAN STORY	CELEBRATION	AREAS FOR ACTION	VALUE CLARIFICATION	GROWTH AND DEVELOPMENT
LEVEL I THE HOME	The Hebrew Family(such as Jesus knew) Activities he must have seen-tending,sweeping, etc. Stories told in his family(about children): Joseph and his brothers (Gen. 37) Miriam, a secret babysitter Moses, adopted by a princess (Ex.22-10) Ruth and her relatives(Ruth 1,2,4:17-20) Samuel,most wanted baby(1 Sam.1:9-28;2:18,19) David, though youngest,is chosen(1 Sam.16) Jonathan, son of a sick father(1 Sam.18:1-19:6) Stories about"when he was a baby"(Lk.1:26-35; 2:1-20; Mt.2:1-23) The family's special events: Preparing for the Sabbath. The Feast of Booths.	Hymns Songs Prayers Poems Pictures Dance Silence Symbols Choral speech Drama etc.	Membership in a family Family roles Helping in the family Use and care of rooms Care of pets Running errands Surprising one's parents Types of families:adoption, foster,one-parent Cherishing a new baby. Its needs. Welcoming family guests. Family manners and customs.	Questions to encourage well-considered choices that will be prized and acted on: Is there a better way to.....? Could you do better on a second try? Will your parents give permission? Why does your family have that rule?	Safety consciousness: street medicine Caring about one's health: Charting growth, tooth care, etc. Emotions:enjoying good feeling, re being ready on time, having new school friends, telling parents(or God) what went well(or badly) today. Knowledge of Reproduction:
LEVEL 2 THE SCHOOL	Learning at Synagogue School: The rabbi's stories 1.From the 5 law-books-Gen.,Ex.,Lev.,Num.,Deut: Joseph,from prisoner to ruler(Gen.41-45) Moses, from murderer to desert leader (Ex.2,11-20:24) Giving of 10 Commandments. Also short form, (Deut.6:4,5) 2.From their history books: Samson,from strength to death(Judges 13-16) David,prince's friend,fugitive,king(1 Sam.16... II Sam.5) (Learn one of his psalm-hymns) Solomon, temple builder(1 Kings 4:29-8:66) (Read some of his prayer of dedication, or Proverbs) Jesus visits later Temple, sees sacrifices offered What questions did he probably ask?	As above,	The school is a family for learning Why do we have schools? Roles and responsibilities Who helps? in what way? School manners & customs for showing trust, respect, appreciation, consideration. Use and care of school property. The need for self control.	Perhaps you'll do better today than yesterday? What might happen if...? Are you still trying to become good at...? Can you catch someone doing something good today? (i.e. aimed at rule-keeping without tattling) Keeping one's word reliably.	Safety Consciousness: arrange for bike safety course. Caring about one's health: make up flannelgraph games re: Canada's Food Rules. Soapy Science-measure effects. Emotions: Happiness about one's abilities Appreciation of others? Responsiveness to friends. Confident adventurousness Gratitude to God for all who help us learn. Knowing public health personnel Knowledge of Reproduction:
THE COMMUNITY	People Jesus watched at work in his community: Shepherds,fishermen,labourers,tax collectors, soldiers Questions he must have asked: Why did everyone hate tax collectors? Who built the roads? Why were Roman soldiers there? Why were there crosses by the roadside? etc.		Who are members of this community Discovering other types of community. Children's role in different communities. Proper care of community property.	Planning a beautification project (hall, yard, bulletin board) and evaluating it.	
LEVEL 3 CANADIAN MOSAIC	Jesus learns of the Covenants that made his people special: with Noah,Abraham,Jacob, -slavery & exodus-with Moses,David,Solomon -division, defeat & exile Prophets encourage exiles: Is.54:7-10;Jer.31:31-33 Courage of captives: Daniel, Esther(purim) Returning to rebuild: Temple(Ezra);Wall(Nehemiah) New Conquerors arouse new heroes: Maccabees(Chanukah) Latest conquerors: the Romans Jesus wonders how he might help his people: -be a Pharisee? a Zealot? an Essene???	As above.	Appreciating native Canadians and the many others who have come here Significance of holidays, national and religious Festivals: Jewish,Christian (including Orthodox) and others. Birth of Jesus as celebrated elsewhere. Receiving of Canadian citizenship. Holiday & Seasonal experiences.	Sharing in formulating a helpful class rule. When could there be exceptions to it? to other rules? Why do different families' rules differ? Could another family's way be tried in your family? Why do we need"authorities"?	Safety: Arrange for swimming lessons. Health: Eating some of everything - try new Canadian foods. Use and protection of senses Acquiring sports skills-skating Emotions: Feeling good re: being boy / being girl Sympathy for animals, human Overcoming prejudice Knowledge of Reproduction: Development-Pre-natal to 6 yrs.

COSTS

Description		Cost - Per class of 25 pupils
1.	Teacher resource materials at each level	$100.
2.	Level I	100.
3.	Level II	150.
4.	Level III	200.
5.	Film rental for all grades, other than NFB	75.
6.	*Film purchases (from IMC Budget)	

NOTE The above costs are minimum estimates

* IMC will need to purchase additional films in French to reduce rental costs.

Education physique

Rationale:

With increased leisure time and the general concern for personal fitness, the physical education programme is now more essential than ever in the school curriculum. Its activities are educational and, therefore, have a definite part in the development of a fully functioning healthy individual. The elementary physical education programme attempts to prepare children to lead an active, healthy life, both now and in the future.

Aims:

Through the medium of physical activity, the learner is helped to realize his potential physically, intellectually, socially and emotionally.

More specifically, a variety of movement experiences seeks to enhance the child's growth, development and learning in the physical, psycho-motor, cognitive affective and social-emotional domains. The programme attempts to develop in the learner a positive attitude toward physical activity both as a participant, and as an informed spectator. It aims to promote health and general well being, particularly in the form of optimal physical condition and performance.

Physical education also seeks to promote physical activity for the pure and simple enjoyment it provides the participant as a form of self-realization.

The particular objectives of an elementary school programme levels K-3 may be outlined as follows:

1. Physical Dimensions
   a) Develop basic psychomotor abilities and learn sports skills.
   b) Develop an awareness of all of one's body parts and their control in time and space.
   c) Promote and develop physical fitness and total body health.
      i) Develop physical fitness (the ability of the body to adapt to stress and recover) including: a) cardio-respiratory capacity b) muscular strength and c) muscular endurance, among others.
      ii) Foster optimal organic growth and development through appropriate exercise, and good posture.
      iii) Promote good nutrition and hygienic attitudes and habits.

2. Intellectual Dimensions
   a) Develop specific knowledge pertaining to rules, regulations, strategies and etiquette in a variety of physical education activities for use as an active participant and as a spectator.

b) Develop creativity in children through encouraging originality of ideas, freedom of expression and imaginative experimentation.

c) Use physical education as a learning medium in the development of concepts involved in physical fitness and the place of movement activities for recreation throughout life.

3. Social Dimensions

a) Help the children learn how to meet and get along with others.

b) Develop in them proper attitudes toward and respect for others.

c) Help them develop a sense of values including honesty, sportsmanship, and team spirit.

d) Develop in them a sense of responsibility and self-discipline.

e) Foster positive leadership qualities.

4. Emotional Dimensions

a) Provide, for each child, sympathetic guidance in meeting anxieties, joys, and sorrows, and in developing aspirations, affections and security.

5. Provide physical activity for the pure enjoyment ("fun" and "play") it provides the participant.

Elements of the Programme

1. Activities using large equipment
2. Natural forms of locomotion
3. Activities using small equipment
4. Rhythmic activities
5. Competitive activities

These five elements which are presented in document 16-2010, 1972, can be summarized in four content categories. The accompanying chart is intended to give relative weightings of each category for various age groups.

Content Categories	Ages		
	5 yrs	6 & 7 yrs	8 & 9 yrs
Low Organized Games	20%	25%	15-30%
Individual and Team Sports			10-25%
Rhythms & Dance	25%	20%	20%
Individual Performance (Self-Evaluating) Activities	55%	55%	40%

Time: A minimum of 60 minutes per week is recommended. Levels K-3 are generally given two 30-minute periods.

Documents from the Ministry of Education

1. Programme d'études des écoles maternelles et élémentaires - formation de la personne éducation physique, février 1971 16-2010

2. Guide d'implantation des activités de mouvements
   a) Section I - Travail en fonction d'équipements fixes octobre 1972 16-2016
   b) Section IV - Travail en fonction de rythmes variés octobre 1972 16-2019

3. Rapport du comité d'étude sur les objectifs de l'éducation physique et du sport en milieu scolaire Rapport Beauregard 1976 16-2017

Resources:

1. Education physique élémentaire II et III document d'accompagnement S.M.T.E. 1969

2. Education physique programme institutionnel - C.E.C.M. 1971 1er, 2e et 3e années

3. Programme institutionnel éducation physique - la commission Scolaire du Sault-Saint-Louis 1977

4. Movement Education, Protestant School Board of Greater Montreal, Primary level - Curriculum Guide 1972

5. C.B. Corbin - Becoming Physically Educated in the Elementary School, Lea & Fekiger, Philadelphia 1976

Français (langue maternelle)

Aims: Students will acquire and use the language arts necessary for desired personal relationships.

Students will acquire and use the communication skills necessary for independent, self-directed learning.

Students will acquire and use the communication arts necessary for clarifying personal values and increasing self-respect and self-confidence.

Time: The time allotment recommended for Levels 1 and 2 is 480 minutes per week and for Level 3 it is 360 minutes per week. Language skills will also be practised and integrated with other parts of the course of study. The teacher will decide how to allocate this time among reading, language, writing and literature

Resources:

Documents from the Ministry of Education

Langues et Littératures

Programme-Cadre de Français Code 16-2404

Commission des écoles catholiques de Montréal

Programme institutionel - Français (niveau élémentaire)

Provides objectives, activities, and references.
Grade 1 - Tranches 1, 2, 3, 4
Grade 2 - Tranches 5, 6, 7, 8
Grade 3 - Tranches 9, 10, 11, 12

Currdev Booklets:

Teachers could refer to and adapt:
Creative Drama Booklet
Sixteen Multipurpose Games (games to provide practice in various reading skills).

Sound Films:

Consult the latest Lakeshore/Baldwin Cartier catalogue. There are many films suitable for these levels.

The French Language Arts programme encompasses experiences and activities designed to develop:

A. Reading/Lecture
B. Grammar and Spelling (writing)/Grammaire et Orthographe
C. Language and Vocabulary/Langage et Vocabulaire
D. Literature/Littérature

A. READING

Aims: 1. To design a reading programme that will meet the needs and abilities of the individual child as he starts to learn to read. *(For some children, such a programme may start with activities and experiences that provide specific training in certain skills to develop their readiness for reading in order to ensure their success in initial reading lessons and no time limit can be set on this readiness period. For other children, the programme may start out with simple reading charts and pre-primer booklets. Eventually, all children will be channeled into suitable reading programmes.)*

2. To foster an interest in reading and an awareness of the pleasures it may bring so that children will be motivated to read widely (fiction and non-fiction) and independently.

3. To develop the reading skills necessary for independent, self-directed learning.

Approaches:

There are many approaches to the teaching of reading and because none has been proved superior to the others, two or more methods may be incorporated into a successful reading programme.

Content: Basic Readers (Livres de base)
Grade 1. (One per teacher)

1. Heureux départ, 1er livret
(B.Jughon et Milot) - CEC.

Heureux départ, 2e livret

2. Apprenons à Lire - 1er livret
Apprenons à Lire - 2e livret
(Picard et Faucher) - CEC - 1967

3. Je Veux Lire
(Simone Bussières) - Pédagogia
Cahier d'exercices - A
Cahier d'exercices - B

4. Poucet et son Ami
   (Charlot-Geron) - Rossignol

5. Jouons Ensemble - Mon Premier livre de Lecture.
   (Forest-Ouimet) - Granger Frères

6. Méthode de Lecture: Daniel et Valérie
   (Houblain et Vincent) - F. Nathan
   1er livret: Lisons
   2e livret: Lisons
   Cahier d'exercices - No. 1
   Cahier d'exercices - No. 2
   Cahier d'exercices - No. 3

7. Méthode dynamique de lecture et de français
   (M.A. Guinbretière) - Ed. Projets
   Mes Fiches de travail
   Bonjour

Grade 1 (One per pupil)

1. La Ronde Joyeuse - 1er livre
   (Forest-Ouimet) Granger Frères

2. Jouons Ensemble 1er livre
   (Forest-Ouimet) Granger Frères

Grade 1 Supplementary Book List (One per teacher)

1. Jouons Ensemble (Guide méthodologique)
   (Forest-Ouimet) Granger Frères

2. Matériel didactique pour le maître:
   Pour Daniel et Valérie
   (Houblain et Vincent) - F. Nathan
   12 tableaux correspondant au 1er livret
   12 tableaux correspondant au 2e livret

3. Timbre - Caoutchouc - 1er série
   Timbre - Caoutchouc - 2e série

4. Rémi et Aline - Guide du Maître
   (G. Dubé) - Ed. Nelson
   Rémi et Aline - 1er partie
   Rémi et Aline - 2e partie

Grade 1 (One per student)

1. Contes Bleus (Dubé) Ed. Nelson

2. Contes Bleus - Cahier

Grade 2. Basic Readers (Livres de base)
(one per student)

1. Montréal, la Grande Ville
(B.Jokhon et Milot) CEC

Montréal, la Grande Ville
Cahier d'exercices

2. Je Sais Lire (livre)
(Simone Dussières D. Pédagogia)

Je Sais Lire: Cahier d'exercices A
Je Sais Lire: Cahier d'exercices B

3. Jouons Ensemble: Mon 2e Livre de Lecture
(Forest-Ouimet) Granger Frères

4. Les Belles Histoires de Daniel et Valérie
(1er livre de lecture courante)
(Houblain et Vincent) F. Nathan

5. Bonjour Copains
(Méthode dynamique de lecture)
Ed. Projets

Grade 2. Supplementary Book List
(one per student)

1. La Lecture Silencieuse - 1er Recueil
(Naidmann et Belmont)
Ed. France-Québec

Grade 3. Basic Readers (Livres de base)
(one per student)

1. Le Nouveau Livre Unique CE-2
(Chatel et Chatel)
Ed. France - Québec

2. Lectures Actives CE-2
(Dusu et Dusu) Hachette

3. Du Soleil pour Toi
(M.A. Guinbretière)
Ed. Projets

4. J'Aime Lire
(S. Bussières) - Pédagogia

5. La Lecture à l'Ecole Active - 1er livre
(Picard, Brandicourt et Belisle) - CEC

6. Les Couleurs de la Vie - Lecture CE 3e a.
(Gauthier et Dardoise) HMH

7. La Lecture Sous Toutes ses Formes - Livre 1 CEC

Grade 3. Supplementary Book List
(one per student)

Collection La Lecture à l'Ecole Active

Les Lunettes du Lion - 1er Livre
(Ballot et Belisle) - CEC

Beaucoup d'histoires - 2e livre
(Ballot et Belisle) - CEC

B. GRAMMAR AND SPELLING (Writing)

Aims: To develop the student's skill in writing material which is free of major defects in organization, usage, spelling and appearance.

To develop skill in the functional aspect of written language.

To enable each pupil to print and write legibly, neatly, and at an appropriate rate of speed.

Content: (Livres de Base)
Grade 2. (one per student)

1. Grammaire pour l'expression - CE
(livre de l'élève)

2. Grammaire pour l'expression - CE
(Travaux pratiques)

3. Collection L. Legrand (F. Nathan)
Grammaire, conjugaison, orthographe, vocabulaire
(Berthou et Vogelé)
Ed. Bélin

Grade 3. 1. La Grammaire à l'école active, 1er livre
(Picard)

2. Premières Leçons d'Orthographe
(Bled) - Hachette

3. Je Découvre la Grammaire et l'Orthographe, CE, 3e année
Galichet (Adaptation canadienne)
HMH

C. LANGUAGE AND VOCABULARY

Aims: To stimulate interest and develop skill in expressing ideas uniquely and imaginatively.

To increase fluency, vocabulary, speech and appropriate usage of certain expressions.

Content: (one per student)
texts

Grade 3. 1. Le Langage à l'Ecole Active 1er livre
(Picard) - CEC

Dictionaries (one per student)

1. Larousse des Débutants
(Michel de Toro)
Larousse - Paris

2. Dictionnaire du Vocabulaire Essentiel
(G. Matori)
Larousse - Paris

D. LITERATURE

Aims: To provide a programme that will give children ample opportunity to participate in the following activities using literature - listening, reading (both orally and silently), discussing (in terms of structural elements and of one's response to them), re-telling, dramatizing, telling it creatively - either variations of it or one's experiences or ideas that are promoted by associations with it.

Themes: It is recommended that teacher make extensive use of literature as the springboard for language arts activities. Several literary themes, both generic and topical, have been identified as those which are especially interesting to children from five to twelve years old. They include stories about animals, folk tales, myths, and legends, tales of mystery and of adventure, and biography.

Content: (Three books per class)

Grades 1, 2, 3

1. Contes choisis (Perrault) (Anemones)
2. Contes Choisis (Andersen)
3. Contes (Grim) (Ed. Bias)
4. Sans Famille (Malot - 2 vol.)
5. Sans Famille - album
6. On Raconte 1 (Mathilde et Lerich) Ed. Bourrelier

Supplementary

Contes et Comptines C.E.C.M.
Livret de lecture - 3e année

Mathématiques

This programme does not replace the programme in Mathematics already established in the Lakeshore School Board. In effect, the objectives will be the same for each level in all schools.

Rationale:

Mathematical thought and language continue to influence our contemporary society. The K-6 Mathematics programme aims to provide learning opportunities so that all children will:

1. explore and learn mathematical concepts, properties, rules, relationships and algorithms;
2. progressively become familiar with certain elements (verbal, graphic and symbolic) of the mathematical language, which are used for communication;
3. extend and maintain, and in some instances, recall in detail, a certain number of skills or techniques;
4. develop a positive attitude towards learning of mathematics and its role in society.

Aims:

a. to cover basic numerical concepts and operations;

b. to foster comprehension of the principles of numeration;

c. to help pupils master fundamental algorithms of elementary arithmetic;

d. to introduce the basic geometrical concepts related to physical space;

e. to develop the ability to express a problem in mathematical terms and solve it by appropriate means;

f. to provide an insight into mathematical structures;

g. to develop a positive attitude toward the implementation of the metric system;

h. to develop a positive attitude towards mathematics and its role in society;

i. to familiarize pupils with the modes of thought of mathematics;

j. to familiarize pupils with certain tools developed by mathematicians

Objectives:

Refer to the booklet developed for schools of L.S.B.: Mathematics Programme Guidelines K-3 (Available to each teacher from Currdev).

Time: The minimum time to be devoted to mathematics is:

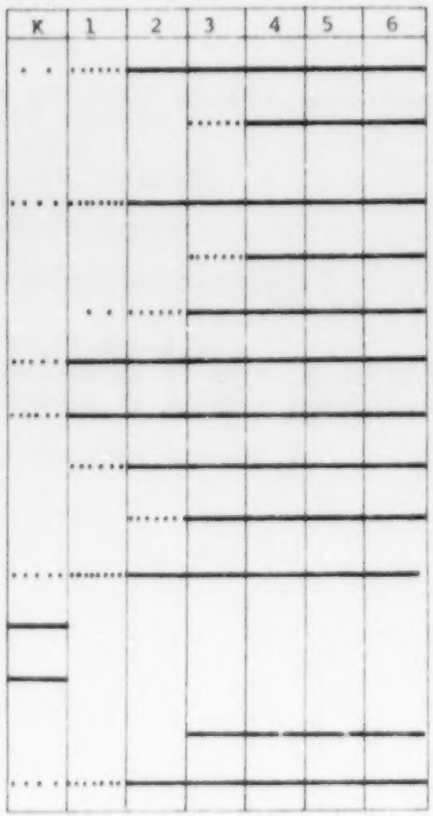
225 minutes per week at Levels 1 and 2
240 minutes per week at Level 3

If necessary, additional time can be taken from the non-allocated time.

Themes: Content for each level will deal with the following themes:

I	Unifying Concepts
II	Number systems
III	Measurement
IV	Geometry

CONTENT AREAS



Resources:

Documents from the Ministry of Education

La Mathématique à la classe maternelle et au niveau élémentaire Code 16-2313

CORE TEXTBOOK SERIES

La Mathématique à l'élémentaire SI. Eicholtz, O'Daffer et. al.
Editions du Renouveau Pédagogique

TEACHER REFERENCES

La Mathématique à l'élémentaire Livre du Maître

Series - Mathématiques A Brouillard Editions HRW

Teaching Units Available Ministère de l'Education

Guide pédagogique
Mathématique à l'élémentaire

Fascicule A Description générale du programme-cadre
Fascicule B Concepts unificateurs
Fascicule C Nombres naturels
Fascicule D Nombres entiers relatifs
Fascicule E Nombres rationnels
Fascicule F Activités géométriques
Fascicule G Mesures
Fascicule H Activités d'éveil mathématique à la maternelle

Exploration géométrique à l'élémentaire
Editions Juliennes Groupe de 6 ans - Livre du Maître
Groupe de 7 ans - Livre du maître

The Logic Kit (available from Currdev.)

Materials:

Level I

S.R.A. La Petite Ecole Mathématiques 1	99.50
Canadian Toy Money Moyers 81-08416-5	14.95
Cel-Tek Geometrical Shapes Moyers 81-03040-5	2.70
Clock Face rubber stamp (24 hr) Moyers 81-04392-1	1.95
Chrono Duplex Geored Clock Face Moyers 81-02374-7	9.75
Chrono Duplex discs (24 hr) Moyers 81-02375-6	1.75
Geoboards (5) Scholars Choice 242-966	14.98
Geometric Shapes Moyers 81-00164-6	4.75
Junior Metric Stick Moyers 81-02332-1	3.25
Logiblocs Table Top Set (2 sets) Scholars Choice 179-846	@ 8.85 ea
Logic Dice Scholars Choice 178-947	3.05
Mathematical Balance Moyers 81-09136-4	8.95
Number Facts Pelo-lotto Game Moyers 81-02208-6	5.95
Number Line (Teacher's) Moyers 81-02936-5	2.75
Plastic Counters (1000) Moyers 81-01176-0	10.50
Spin-A-Top Number Game (set 1) Moyers 81-01534-6	5.20
Simple Balance Moyers 81-00648-8	7.25
Threading Bead Number Set Moyers 81-01816-14	2.95
Unifix Cubes (500) Moyers 81-01824-3	24.95

Unifix Pattern Building Cards Moyers 81-01022-1	4.95
Unifix Inset Pattern Board (Domino Pattern) Moyers 81-01904-7	7.40
Number Indicators (Unifix) Moyers 81-01872-0	5.10
Lotocalcul Brault & Bouthhillier 555-526	5.85
	$266.13

Level II

SRA La Petite Ecole Mathématiques 2	99.50
Canadian Toy Money Moyers 81-08416-5	14.95
Clock Face Rubber Stamp (24 hr) Moyers 81-04392-1	1.95
Chrono Duplex Geored Clock Face Moyers 81-02374-7	9.75
Chrono Duplex Discs (24 hr) Moyers 81-02375-6	1.75
Flexible 3 metre steel tape Moyers 81-02342-8	2.95
Flash Cards (Addition) Moyers 81-02768-8	2.50
Flash Cards (Subtraction) Moyers 81-02784-6	2.50
Geoboards (5 to a set) Scholars Choice 242-966	14.98
Geometric Shapes Moyers 81-00164-6	4.75
Junior Metre Stick Moyes 81-02332-1	3.25
Logiblocs Table Top Set Scholars Choice 179-846	8.85
Logic Dice Scholars Choice 178-947	3.05
Mathemetical Balance Moyers 81-09136-4	8.95

Metre Measuring & Comparison Rods Moyers 81-02204-0	4.40
Number Line (Teachers) Moyers 81-02936-5	2.75
Plastic Counters (1000 set) Moyers 81-01176-0	10.50
Simple Balance Moyers 81-00648-8	7.25
Spin A Top Number Game (Set 2) Moyers 81-01536-4	5.35
Stackable Plastic Masses Moyers 81-02745-6	4.95
Unifix Cubes (500) Moyers 81-01824-3	24.95
Unifix Tens & Hundreds Notation Cubes (style 2) Moyers 81-02042-4	4.10
Unifix 1-100 Number Tablets Moyers 81-02048-8	7.25
Unifix 1-100 Operational Board Moyers 81-01744-9	3.60
	$254.78

Level III

SRA La Petite Ecole Mathématiques 3	99.50
Cel-Tek Geometrical Shapes Templates Moyers 81-03040-5	2.70
Geo-Boards (set of 5) Scholars Choice 242.966	14.98
Geometric Shapes Moyers 81-00164-6	4.75
Graduated Beakers Moyers 81-08608-8	4.95
Graph Paper (2cm) (10 packages) Scholars Choice 214.551 per pack	.25
Iron Masses Moyers 81-02030-9	13.25
Junior Metre Stick Moyers 81-02332-1	3.25

Litre Container Moyers 81-07000-3	2.10
Measuring Tapes (10) Moyers 81-06104-8	.22
Metre Measuring & Comparison Rods Moyers 81-022040-0	4.40
Personal Scale Moyers 81-04044-0	12.50
Stackable Plastic Masses Movers 81-02745-6	4.95
Trundle Wheel Moyers 81-02232-3D	9.75
Basis Adjustable & Counter Balance Scales Moyers 81-04824-0	37.50
Cartesian Games Brault & Bouthillier J795 N46	12.85
	$232.13

Cost: (per class of 25 pupils)

Grade 1	La Mathématique à l'élémentaire 1 25 @ $4.85	$121.25
	Livre du maître	12.00
	Mathématique (HRW)	6.35
	Exploration géométrique	4.00
	Materials	266.13
		$409.73
Grade 2	La Mathématique à l'élémentaire 2 25 @ $4.85	$121.25
	Livre du maître	12.00
	Mathématiques (HRW)	6.35
	Exploration géométrique	5.50
	Materials	254.78
		$399.88
Grade 3	La Mathématique à l'élémentaire 3 25 @ $8.55	$213.75
	Livre du maître	15.95
	Mathématiques (HRW)	5.30
	Materials	232.13
		$467.13

Musique

Aims: to enrich all children through music by providing a rich and vivid musical training within the school.

to develop, by sound and by movement, the child's capacity of expression and his creative spontaneity.

to develop an awareness of such characteristics as pitch, volume etc., in sounds.

to develop auditory acuity and sound discrimination.

Documents from MEQ

1. Faisons de la musique
2. Expression musicale Code 16-3121

Elements of the Programme:

The following are the elements of the programme:

a) the body and rhythm
b) the voice and singing
c) the eye and the ear
d) relaxation
e) the child's maternal language in music
f) instruments
g) group music-making
h) improvisation

All these elements should be included in the school programme. However, the place each of them occupies will depend upon the following factors: the teaching staff, the methods used, the level of the students, equipment, teaching materials, premises, instruments, etc. All of these elements should be ways of developing the pupil's capacity of free expression as well as his creativeness.

Time: A minimum of one hour per week of class instruction in music is recommended for all levels. In the Kindergarten and primary classes, music should be closely integrated with the rest of the instructional programme.

Materials:

Grade 1 Faisons de la musique MEQ
Programme cadre de musique des écoles élémentaires - tranches, disques et rubans - CECM

Cost $ 9.50

Grade 2 Faisons de la musique MEQ
Expression musicale MEQ
Programme cadre de musique des écoles élémentaires - tranches, disques et rubans - CECM

Cost $10.00

Grade 3 Faisons de la musique MEQ
Expression musicale MEQ
Programme cadre de musique à l'élémentaire - tranches, disques et rubans - CECM

Cost $ 6.00

Teachers resources
Grade 1,2,3

Chant, Choral	1.50
Mouvement et musique	1.50
Savoir écouter - guide du maître	1.50
Le guide du directeur musical	7.00
Bandes sonores (8) @ $7.00	56.00
2 disques @ $6.00	12.00

Sciences humaines

Themes:

Grade 1 THE CHILD'S IMMEDIATE ENVIRONMENT

During the year we help the child to explore his immediate environment of which his home and his school are the major components. He is curious about the activities and concrete objects in his surroundings. We help him to explore further and to discover some of the simple relationships which are within his grasp. Learning opportunities must be related to real concrete experiences, so it is not possible to explore every topic in every school. While it is generally advisable to start with what is known and near, the child is often aware of homes and schools in other parts of the world outside his immediate environment. Comparing homes and schools in other environments with his own can lead to further discoveries and deeper understandings. Each child explores, organizes and reports according to his abilities and interests.

Grade 2 THE LOCAL ENVIRONMENT

Children mature rapidly from year to year. They are more mobile, more observant, more experienced, so their local environment has expanded to include what is often referred to as their neighbourhood. The size of the neighbourhood will vary; its extent is determined by the experiences of the children. There are many fascinating things and activities to be explored in their neighbourhood. It is preferable to begin with and to keep referring to the children's own neighbourhood, but there is nothing to preclude study of other children living in other neighbourhoods. It is important that references be made to the past at appropriate times during the year.

Grade 3 COMMUNITY STUDIES IN WEST ISLAND, CANADA AND THE WORLD

The child's ever-increasing maturity and his ever-widening experiences enable us to expand the scope of local studies to PEOPLE living in the child's REGIONAL ENVIRONMENT, that is the surrounding district known to the children as a group.

The children now possess many reading and learning skills. They are capable of undertaking simple individual activities and working together in small groups on simple projects. They learn at a faster rate; thus, they should be given opportunities to

study other community groups in totally different environments, both in Canada and elsewhere in the world.

Content:

In the early years it is desirable to have flexibility in selecting the content or topics to be used for human sciences learning activities. So much depends on the children's current interests, the time of year, the situation of the school, and the style of the teacher. Within each major theme there are many topics which can be developed in different ways. The teacher is given leeway to decide what is appropriate for the children in her class.

Objectives:

The learning skills to be practised at each level are stated in Objectives for Human Sciences, Natural Sciences and Moral and Religious Instruction Levels K-3 prepared by Currdev.

Resources for teachers

Commission des écoles catholiques de Montréal

Une banque d'idées en sciences humaines			
Premier cycle de l'élémentaire		1976	$7.00

Commission scolaire Baldwin Cartier

1ère année	Cahier de l'élève	1.00
	Guide pédagogique	2.00
2e année	Cahier de l'élève	1.00
	Guide pédagogique	2.00
3e année	L'espace régional	2.00
	La société régionale	2.00
	La région autrefois	2.00

Commission scolaire Lakeshore

La classe
L'école
Les alentours de l'école
La maison
Explorons notre quartier
La banlieue ouest

Our School
Our Homes
Our Neighbourhood

} Ces ensembles, imprimés sur fiches, comprennent beaucoup d'activités d'apprentissage et de suggestions qu'on peut adapter facilement.

Editions F.M.
Mon milieu et ma région 1970 $ 3.45

McGraw-Hill, Editeurs
Mon milieu et moi Guide méthodologique $15.75

N.B. Dans le cas où le professeur enseigne dans un quartier qui lui est peu connu, ou lui suggère d'explorer des activités d'apprentissage possibles et de découvrir des sources d'information supplémentaires en les discutant avec le conseiller pédagogique.

Documents officiels du ministère de l'Education

1. Orientation nouvelle des sciences humaines à l'élémentaire 1971* Code 16-2680

   (* Le ministère est en train de développer un nouveau programme d'études, beaucoup plus détaillé, qui sera implanté dans les écoles dès septembre 1980.)

2. Qu'est-ce que les sciences humaines?
   Cahier no 2 Code 16-2681

3. Diverses approches dans l'enseignement des sciences humaines à l'élémentaire
   Cahier no 3 Code 16-2682

4. La réalité s'observe
   Cahier no 4 Code 16-2683

5. Guide bibliographique de l'enseignement des sciences humaines à l'élémentaire
   Cahier no 5 Code 16-2684

Sciences naturelles

The traditional science courses concentrate on the knowledge of scientific facts, laws, theories, and technical applications, while newer courses put emphasis on the nature, structure, and unity of science and on the process of scientific inquiry.

Aims: To prepare the student to deal with a world in evolution by developing skills needed for investigating, problem solving and communicating.

To introduce the student to basic concepts in the body of scientific knowledge and encourage further investigation and experimentation.

To impart a sense of scientific awareness of and responsibility for the future developments of science and technology.

Content: The programme focuses on two main areas:

1. Skills Students will develop skills in the following processes:

PROCESS	LEVEL						
	K	1	2	3	4	5	6
Observing	**	***	***	****	****	*****	****
Measuring	*	**	***	***	**	**	***
Recording	*	*	**	***	**	***	**
Interpreting Data		*	*	**	***	*	***
Inferring		*	**	***	***	*****	****
Predicting		*	**	***	**	***	**
Classifying		*	*	**	***	**	***
Communicating	*	**	***	****	*****	****	*****
Formulating Hypothesis				*	*	****	*

2. Concepts Students will gradually develop a more sophisticated degree of conceptualization in the content framework of:

Earth and the Solar System
Environment - Soil, Water, Air, Light, Heat, Sound
Time - Day, Night, Seasons
Living Things - structure, life processes, interaction, variety
Electricity and Magnetism
Force and Motion
Matter and its changes

(The content and time allotment for each level are elaborated in the Natural Science Sequence Chart available from Currdev.)

Objectives:

Stated in Objectives for Human Sciences, Natural Sciences, and MRI available from Currdev.

Resources:

Documents from the Ministry of Education

Natural Science 16-2109 November 1970

Natural Science in the Elementary Schools by Roger Chamberland

Natural Science in the Elementary Schools (K to 3) 29-1056 (poster)

Core Texts

The recommended series for this course -

Les Chemins de la Science
Stem Sciences Rockcastle et al
Addison Wesley 1972 Levels K to 6

Complementary Material is available in Lakeshore School Board catalogue Guides and Teaching Materials - Curriculum Development Division

a. Natural Sciences
b. Outdoor Education

Etude de Ton Environnement Metric Edition
Holt, Rinehart and Winston Canada 1976

Audio Visual Material

Consult the latest Lakeshore-Baldwin Cartier catalogue.

Cost (per class of 25)

Grade I	Pupil's Text	5.31 x 25 = 132.75	
	Teacher's Text	7.65 x 1 = 7.65	
			$140.40
Grade II	Pupil's Text	5.90 x 25 = 147.50	
	Teacher's Text	7.65 x 1 = 7.65	
			$155.15
Grade III	Pupil's Text	7.65 x 25 = 191.25	
	Teacher's Text	10.58 x 1 = 10.58	
			$201.83

Consumable materials (start up)
$50. per class $150.00

SUMMARY OF COSTS PER CLASS (25 students)

	GRADE 1	GRADE 2	GRADE 3	SUPPLEMENTARY RESOURCES FOR TEACHERS OF ALL GRADES
Français (langue maternelle)	571.80	922.00	1788.20	-
Anglais (langue seconde)	155.20	159.80	175.60	-
Mathématiques	409.73	389.89	467.13	-
Sciences humaines	-	-	-	38.20
Sciences naturelles	190.40	205.15	251.83	-
Education morale et religieuse	200.00	250.00	300.00	75.00
Arts plastiques	175.00	175.00	175.00	-
Musique	9.50	10.00	6.00	79.50
Education physique	-	-	-	-
	1711.63	2121.83	3163.76	192.70

Kindergarten	$1000.00
Total Grade 1	1711.63
Total Grade 2	2121.83
Total Grade 3	3163.76
Supplementary resources	192.70
Library	3800.00
Grand Total	$11989.92

N.B.: A 15% Bookseller's Fee Must Be Added to All Purchases

Establishing a library in a French School.

Although it has been traditional for library materials to be organized separately along the lines of print and non-print material, I recommend that consideration be given to integrated shelving of all materials. It is not significant whether the information for which the student searches is in book, magazine, slide, filmstrip or tape format, so long as the information is readily accessible. Shelving can be easily adapted by our maintenance department to accommodate integrated storage of learning materials.

For this costing, however, the divisions are by format.

Standards

In 1967 the Canadian Library Association recommended the establishment of a capital budget to provide initial collections for Grades 1 to 6 in 1 to 3 years as follows:

Fewer than 150 students	150 to 250 students
Basic collection of 1000 books & other materials: $5000.	5000 titles and other materials $15,000-20 000.

Annual expenditure:

Books, etc.	$5.00 - $8.00	$5.00 - $8.00
Audio-visual	$2.00 - $4.00	$2.00 - $4.00

This collection would be supplemented from a central IMC.

Minimum First Year Budget Requirements for K-3.

	250 students		150 students	
Audio-Visual				
Sound Filmstrips	$500.		$300.	
Tapes, Records	200.		100.	
Slides	150.		100.	
		$850.00		$500.00
Print				
Reference	$300.		$300.	
Books*, Magazines	4500.		2700.	
Supplies, Binding	300.		300.	
		$5300.00		$3300.00
		$6150.00		$3800.00

* 3 per student at $6.00 each.

Appendix 1 P. 47

Appendix 2 P. 48

Appendix B

32 Cedar Avenue
Pointe Claire,
April 13, 1978

Dr. Lavery,
Director General
Lakeshore School Board

Dear Dr. Lavery,

Re: Lakeshore School Board Proposed French School

Having attended the "information meeting" at Cedar Park School on April 11th, I am most concerned about the format of the proposed French/English school.

As I understand it, you feel the Lakeshore Board has a responsibility to its taxpayers to provide a French Protestant school, i.e. a French school which under the norms of the Department of Education can only provide 20 minutes of English per day.

I feel very strongly that a greater priority and responsibility than this is to provide bilingual education for all students. We must encourage French and English to learn and live together. It seems to me that providing a totally separate French school entirely independent of the English one with which it cohabits is totally contrary to the ideal.

The clientele for this school would come from three principal areas:

1. French Protestants of whom I understand there are approximately 140 from Pointe Claire to Hudson (I wonder how many of them are currently dissatisfied with the French education they are now receiving).

2. Illegals - respecting the confidentiality of numbers in this instance, we are not sure how many people are involved. However, it is my belief that most illegals are registered because of a strong desire to have their children educated in English rather than French, regardless of religious affiliation.

3. Baldwin Cartier students. Additionally you expect this school to attract those English Protestant children currently attending a Baldwin Cartier French school for the prime purpose of learning the French language. Again I feel these children would be better served by an improved, increased French Immersion or bilingual program.

In all cases, the majority of this prospective clientele would be subjected to excessive bussing. In your own words "religion equals bussing". Is it realistic to expect many of these people to feel the advantage (??) of this segregated school will offset the disadvantages of bussing.

I also take exception to statistics quoted from Questionnaires completed at the "declining enrolment" meetings held by Mrs. Manson and Mr. Killingbeck. I attended the meeting held for Cedar Park/Seigniory /Lakeside Heights schools. Although several options were discussed that night, the French school was not one of them. It was a question on the questionnaire but with no definition and no details and without any discussion by the group at large. Although the meeting was well run and informative, I don't feel those statistics can be used as support for a French school, such as you are describing, in our system.

../2

Although there were some antagonistic comments at the meeting on Tuesday night, re the non-desirability of having a French school in this Community, I feel this is a minority feeling. I think this area would welcome a French Immersion or bilingual school, but not an isolated segregated on such as you were proposing that night, provided of course that an English education could still be provided for those who desired or required it.

Also, as expressed repeatedly, there was not enough factual information available on which to base a decision. If we were to have another body sharing this building, following are some questions that come to mind as requiring answers.

1. What would happen to the Special Education classes?
2. What would be the affect on the Free/Flow structure as we know it?
3. How would gym and music staff and facilities be affected.
4. Should the enrolment of the French school increase the year after its inception, what would happen at that point?
5. Would provision be made to share teachers between the two groups for maximum benefit to all concerned?

We realize the pressure you are under to increase the enrolment in the Lakeshore School Board, and also the stringency of the Department of Education norms under which you must operate. However, it is our understanding that both QASA and the LEA are against rushing into the opening of a French school for Sept. 1978 and we second that recommendation.

In summary, may I state that I am quite happy with the present French Immersion in the Lakeshore School Board system. However, if the demand is there for more then the provision of same should be pursued. It is not a French School at Cedar Park to which I object, it is the type of French school you are proposing <u>wherever</u> it may be. Let's come up with a creative school with some imaginative use of staff and space to blend the French and English students together, rather than encouraging a greater split.

Sincerely,

Linda Armitage

Linda Armitage
A Concerned Parent
Cedar Park School

c.c. Messrs. K. Sorensen
K. Farquharson
J. Killingbeck
W. Davidson
Mrs. D. Anderson

Year		Levels
a	1978 – 79	K 1 2 3
b	1979 – 80	K 1 2 3 4
c	1980 – 81	K 1 2 3 4 5
d	1981 – 82	K 1 2 3 4 5 6
e	1982 – 83	K 1 2 3 4 5 6 7
		GROWTH PROJECTION